

**Please Note: These minutes are pending Board approval.  
Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting on April 9, 2019 at 7:30 p.m. in the Council Chambers, 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans Davila (absent)
D. Cruson, Secretary	R. Bienkowski
D. Leidlein	5 Staff
J. Vouros (absent)	4 Public
A. Clure	1 Press
D. Delia	

Mrs. Ku called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the consent agenda which includes the resignation for retirement of Janet English. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Mrs. Ku mentioned that the Legislative Council approved the budget as we proposed and will move it to the referendum on April 23.

Superintendent's Report: Dr. Rodrigue said that regarding the special education action steps and timeline originally indicated, we had to change the date regarding the review of the IEPs to May 1 and the report to the Board by the second meeting in May which is May 21. It was originally the second Board meeting in March. Our Newtown Unified Basketball team, the Blue Blaze has been invited to play in the 2019 Special Olympics Invitational Youth Games in Toronto, Canada May 14 through May 17. This is the first team to be representing the State of Connecticut at this event. We are very proud of the entire team and Kathy Davey who leads them.

Mrs. Ku noted that several Board members attended the Legislative Council meeting and thanked everyone who contributed to the budget process, answered questions and offered support.

Committee Reports:

Mr. Vouros stated that the Curriculum and Instruction Committee met this morning and discussed the math curriculum for grades 5 and 6.

Mrs. Harriman-Stites reported that the Policy Committee completed the first read of the entire 5000 series with additional policies being brought forward.

Mrs. Ku asked the Board to stay after the meeting for a non-meeting on contract negotiations.

Student Representative Report:

Claire Dubois reported that the high school had their annual blood drive for staff and students. Last week students made ribbons to represent autism awareness which were put up around the school. Families United in Newtown sold shirts and pins in the lobby for students to wear on National Autism Awareness Day last Tuesday. Seniors are finishing up scholarship applications

through the career center. Winter percussion is going to Dayton, Ohio this weekend for the World competition against teams from all over the country.

Financial Report:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the financial report for the month ending March 31, 2019. Mr. Cruson seconded.

Mr. Bienkowski presented his report. We had a hold on issuing purchase orders March 22 to open a new accounting system which is moving smoothly.

Mr. Delia asked about the \$100,000 taken from transportation.

Mr. Bienkowski said that was a transfer a few months ago. We had changes in special education transportation so we were able to have students use one bus instead of two.

Mr. Delia inquired about how he saw us ending the year.

Mr. Bienkowski was confident we will end in the black. We expect to spend \$25,000 for building repairs.

Motion passes unanimously,

#### Item 5 – Old Business

Public Speaking Curriculum:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the Public Speaking curriculum. Mr. Cruson seconded. Motion passes unanimously.

#### Item 6 – New Business

Grades 2 and 3 Math Curriculum:

Math Specialists Kris Feda, Amy Hiruo and Jill Bracksieck spoke about the math curriculum for grades 2 and 3.

Mr. Delia asked if any literacy was incorporated into this curriculum.

Mrs. Feda it was because literacy is the core of elementary education.

Mrs. Leidlein said we were discussing performance on standardized testing and asked if they discussed the assessments that are in place and if there was adequate measuring of student progress.

Mrs. Hiruo said we have been spending time with teachers looking at the SBAC questions, how they are presented to the students and how we can incorporate that into instruction to inform the teachers and students.

Mrs. Bracksieck said the assessments we have been using are not indicators of where the students are. We haven't done these assessment and they haven't had enough exposure to the way the questions are presented.

Mrs. Leidlein asked if they felt that the curriculum was not meeting expectations and if there were enough resources to help these students.

Mrs. Feda said in the elementary schools we provide resources and also work with special education teachers to provide resources to help those students.

Mrs. Harriman-Stites appreciated this curriculum which will make math more accessible for students.

Mrs. Ku said that a lot of what we did was what the book was and not concept-based which is not based on a resource. The concepts remain the same. She asked how teachers would incorporate the concepts in the curriculum.

Mrs. Hiruo said some will be with professional development and walking the teachers through it.

School Lunch Prices:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve a \$0.25 increase in the price of school lunches across the board. Mr. Cruson seconded.

Mr. Bienkowski introduced John Prunier, Whitsons District Manager, Joe Stango, Director of Food Service, Nicole Demers, resident Chef, and Brianna Theus, the new Dietician. He spoke about the price increase which we haven't had in four years and the reasons for the increase including an expected increase in the minimum wage. They anticipate a 2.45% increase in revenue.

Mrs. Harriman-Stites hoped the minimum wage increase passes and asked if they ran budget numbers if it doesn't increase.

Mr. Prunier was confident that the increase would go through. If it doesn't, the dollars will flow back to the district.

Mrs. Harriman-Stites asked if we would be moving away from plastic straws and styrofoam trays.

Mr. Stango said they can take the straws away. Most are used at the elementary schools for milk. We can do away with them at the middle and high schools. Students approached him and they were going to do a survey about their use.

Mrs. Harriman-Stites said the cost to change is about \$15,000. If we are going to increase meal prices by 25 cents she would be in favor of discontinuing the use of those two items. We want to protect the health of children and the environment.

Mr. Bienkowski said there are legislative proposals for those two items so they may become law. When the committee recommended the 25 cent increase it will get us through next year. If we get through two years with this increase those two requirements would be in the bid. Our concern is we don't want to have another increase next year.

Mr. Cruson said it is very shortsighted to say we are going up 25 cents but should pay a chunk of that amount on these two changes.

Mrs. Harriman-Stites said studies show putting food on styrofoam trays is a big health hazard.

Mr. Cruson felt we would be in trouble if we have to ask for 15 cents next year.

Dr. Rodrigue said she agrees with Mrs. Harriman-Stites. We need to have the conversation and look at the styrofoam. We have to understand the financial impact and have a plan over time. There was supposed to be a discussion with parents which would provide good feedback. Parents and staff need to have a voice. She would like to reconvene that group.

Mr. Vouros asked if there was a less expensive way of cooking food such as chicken.

Mr. Prunier said food safety is huge. Maybe we can use a pilot school to have other items to see how it would work.

Mr. Vouros felt they should do that as a pilot.

Mr. Clure asked if we had to vote on this tonight so we could see the impact of taking out the styrofoam.

Mr. Bienkowski said we need to get the whole contract approved for the State of Connecticut budget. We know what those balances will be with the minimum wage increase. We could propose that some components be included in the Board's operating budget. If we get through the year with this balance and if the Board is prepared to include money next year to make up the difference, we can move forward. Whitesons will do their best to improve that bottom line. There could be additional revenues generated.

Mrs. Harriman-Stites asked if when we increased lunches by 25 cents in 2010-2011 was there any reduction in participation.

Mr. Bienkowski said the participation has been constant for four years. There may be a drop off initially but then it comes back.

Mrs. Harriman-Stites asked if he was confident in the prices for trays and straws to which Mr. Prunier said they were reasonable amounts.

Mr. Vouros asked if we could use dishes. He understood the labor part but it could be a solution.

Mr. Prunier stated that we would have to look at labor as well as washing expenses. The majority of schools have abandoned dishwashing because it's not cost effective.

Mrs. Ku said this recommendation came through the Finance Subcommittee.

Mrs. Leidlein said the subcommittee gave them full support. They have been very responsive and we support their service.

Motion passes unanimously.

Whitsons Contract Renewal:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve a one-year renewal "Amendment No. 3" to Whitsons initial agreement for food services dated July 1, 2016 with an effective date of July 1, 2019. The terms and conditions in the original agreement will apply.

Mr. Vouros seconded.

Mr. Prunier provided a report to the Board.

Mrs. Harriman-Stites asked about their expanding the catering service.

Mr. Stango stated that anyone can use their catering service. We can also provide peanut free food in classrooms for parties and lunches can be pre-ordered for field trips as well as snacks for afterschool sports.

Mr. Delia supported moving to recyclable trays.

Mrs. Leidlein said this also went through the Finance Subcommittee and we definitely support this renewal.

Motion passes unanimously.

Possible Test Strategies Class:

Mr. Delia wanted to pass along the idea for a strategies class to help students taking high stress tests. He suggested that the curriculum committee discuss this to benefit our students in being prepared, comfortable and successful.

Mr. Clure asked if it was possible that when students are taking the SATs that on those days they won't have tests to study for the next day and teachers don't double up on the days after to help minimize stress. Today the students had two classes after the PSAT and SAT and they were given homework.

Mr. Vouros said that teaching the students about the test is key. When this can be done and for whom is another concern. It has to be for everyone.

Mrs. Ku asked Dr. Longobucco to speak to this.

Dr. Longobucco thought it was a good idea and worth discussing. We are working hard to imbed this in the current curriculum. With increased graduation requirements there is not a lot of time to fit in another full class. We need to find a way to put this into what they are already doing. We are consciously aware and using the data in interventions already happening. SAT is also their college admittance for many and our standardized test in Connecticut.

Dr. Rodrigue said we had tutoring in years past. We have to look at it because it's a State test so it should be part of our curriculum.

Dr. Longobucco said we have put in a lot of changes but we have to get the data back. We are saving the test booklets to see where the areas are that need to be addressed.

Mr. Cruson feels these needs to be looked at on a wider level than just high school. He is talking about helping students who struggle and not just for the SAT prep class.

Mrs. Ku said that much is being addressed in what is happening in our achievement tests. Having a director of teaching and learning and a new assistant superintendent will help to look at what is happening in our assessments.

Mrs. Leidlein feels a lot of issues around testing have to do with anxiety and teaching students how to deal with that.

Dr. Longobucco said we have a tremendous amount of support in place at the high school. We may have to look at adjusting what is going on now.

Dr. Rodrigue would look at the reduction of stress for students for high stress testing.

First Read of Policies:

Mrs. Harriman-Stites spoke about the following policies for first read.

Policy 5124.1 is an existing policy with a minor change at the end.

Policy 5132.5 has to do with vandalism.

Policy 5131.7 addresses weapons with edits made by Mark Pompano and the police department.

Policy 5131.8 is about misconduct off school grounds. Edits are based on new language around drugs and explosive devices.

Mr. Delia asked if vaping was part of this.

Mrs. Harriman-Stites said it was not. Vaping is not illegal. This policy is based on behavior off school grounds.

Policy 5131.91 is about hazing and was reviewed with Matt Memoli.

Minutes of April 2, 2019:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the minutes of April 2, 2019. Mr. Cruson seconded. Vote: 6 ayes, 1 abstained (Mr. Vouros) Motion passes.

#### Item 7 – Public Participation

MOTION: Mr. Vouros moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

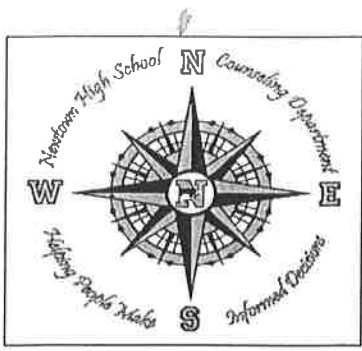
Item 8 - Adjournment

The meeting adjourned at 9:45 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary



Newtown High School  
School Counseling Office  
12 Berkshire Road  
Sandy Hook, CT 06482  
(203) 426-7651  
FAX (203) 426-6573

March 31, 2019

Dear Dr. Rodrigue,

It has truly been a pleasure to work in the Newtown Public School System. The students, staff, and parents are outstanding.

However, after working at Newtown High School for 30 years, I feel that the time is right for me to retire after this school year. I understand that my retirement would be effective as of June 30, 2019.

Please let me know of any specific paperwork that I need to complete related to my retirement. I understand that I need to file an application with the Connecticut Teachers Retirement Board.

Thank you for your leadership and support throughout the years.

Sincerely,

*Janet English*

Janet English

School Counselor

Newtown High School

cc: Suzanne D'Eramo

Kim Longobucco

**NEWTOWN BOARD OF EDUCATION  
MONTHLY FINANCIAL REPORT  
March 31, 2019**

**SUMMARY**

The March financial follows this summary indicating that the Board of Education spent approximately \$7.3M; \$5.6M on salaries with the balance of \$1.7M for all other objects.

The projected balance has increased with major objects balances increasing as we approach the end of the year. The Salaries balance has increased by approximately \$12,000, Professional Services by \$22,000, Other Purchased Services by \$30,000 and Supplies by \$48,000.

No expected changes with regards to the Excess Cost Grant which was deposited last month.

March revenue receipts included local tuition and other miscellaneous fees. At this point we have exceeded our revenue budget for fees and service charges.

We will continue to monitor expected expenses.

Ron Bienkowski  
Director of Business  
April 4, 2019



## TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2017-18 – audited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action. (None)
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.

- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – (Current Formula) this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has met the prior year's per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$52,700 for this year.

The last portion of the monthly budget summary reports school generated revenue that are anticipated revenue to the Town of Newtown. Fees and charges include:

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.
- High school fees for parking permits..
- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - MARCH 31, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 YTD		CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019							
<b><u>GENERAL FUND BUDGET</u></b>											
100	SALARIES	\$ 46,681,657	\$ 48,352,266	\$ (51,880)	\$ -	\$ 48,300,386	\$ 31,379,333	\$ 16,300,467	\$ 620,586	\$ 417,300	\$ 203,285
200	EMPLOYEE BENEFITS	\$ 11,604,603	\$ 11,165,964	\$ -	\$ -	\$ 11,165,964	\$ 8,572,639	\$ 2,010,138	\$ 583,188	\$ 614,098	\$ (30,910)
300	PROFESSIONAL SERVICES	\$ 860,328	\$ 823,818	\$ 8,670	\$ -	\$ 832,488	\$ 502,270	\$ 128,787	\$ 201,431	\$ 184,649	\$ 16,782
400	PURCHASED PROPERTY SERV.	\$ 1,876,912	\$ 2,175,147	\$ 5,550	\$ -	\$ 2,180,697	\$ 1,792,006	\$ 219,240	\$ 169,452	\$ 193,490	\$ (24,038)
500	OTHER PURCHASED SERVICES	\$ 8,922,509	\$ 8,939,787	\$ 33,984	\$ -	\$ 8,973,771	\$ 6,532,686	\$ 2,262,643	\$ 178,443	\$ 141,130	\$ 37,312
600	SUPPLIES	\$ 3,501,034	\$ 3,831,795	\$ 3,676	\$ -	\$ 3,835,471	\$ 2,612,183	\$ 342,078	\$ 881,210	\$ 793,272	\$ 87,938
700	PROPERTY	\$ 556,785	\$ 596,247	\$ -	\$ -	\$ 596,247	\$ 303,408	\$ 180,894	\$ 111,945	\$ 111,438	\$ 507
800	MISCELLANEOUS	\$ 60,808	\$ 69,207	\$ -	\$ -	\$ 69,207	\$ 58,923	\$ 2,468	\$ 7,816	\$ 3,500	\$ 4,316
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
<b>TOTAL GENERAL FUND BUDGET</b>		\$ 74,064,636	\$ 76,054,231	\$ -	\$ -	\$ 76,054,231	\$ 51,753,447	\$ 21,446,714	\$ 2,854,070	\$ 2,458,877	\$ 395,193
900	TRANSFER NON-LAPSING	\$ 276,038	\$ -								
<b>GRAND TOTAL</b>		\$ 74,340,674	\$ 76,054,231	\$ -	\$ -	\$ 76,054,231	\$ 51,753,447	\$ 21,446,714	\$ 2,854,070	\$ 2,458,877	\$ 395,193

(Audited)

## NEWTOWN BOARD OF EDUCATION

## 2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - MARCH 31, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 YTD		CURRENT BUDGET	CURRENT EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019						
<b>100</b>	<b>SALARIES</b>									
	Administrative Salaries	\$ 3,589,381	\$ 3,927,185	\$ -	\$ 3,927,185	\$ 2,924,509	\$ 991,517	\$ 11,159	\$ 3,812	\$ 7,347
	Teachers & Specialists Salaries	\$ 30,286,831	\$ 30,663,134	\$ (30,000)	\$ 30,633,134	\$ 18,908,025	\$ 11,761,943	\$ (36,834)	\$ (69,000)	\$ 32,166
	Early Retirement	\$ 32,000	\$ 40,000	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 88,754	\$ 93,428	\$ -	\$ 93,428	\$ 75,297	\$ 11,140	\$ 6,991	\$ 5,000	\$ 1,991
	Homebound & Tutors Salaries	\$ 133,352	\$ 218,868	\$ -	\$ 218,868	\$ 102,067	\$ 19,344	\$ 97,457	\$ 37,500	\$ 59,957
	Certified Substitutes	\$ 585,384	\$ 665,815	\$ (13,963)	\$ 651,852	\$ 455,622	\$ 100,890	\$ 95,340	\$ 124,340	\$ (29,000)
	Coaching/Activities	\$ 580,835	\$ 618,223	\$ -	\$ 618,223	\$ 336,507	\$ 36,677	\$ 245,039	\$ 245,039	\$ -
	Staff & Program Development	\$ 175,766	\$ 224,173	\$ (10,000)	\$ 214,173	\$ 120,580	\$ 88,640	\$ 4,953	\$ 2,950	\$ 2,003
	<b>CERTIFIED SALARIES</b>	<b>\$ 35,472,303</b>	<b>\$ 36,450,826</b>	<b>\$ (53,963)</b>	<b>\$ 36,396,863</b>	<b>\$ 22,962,607</b>	<b>\$ 13,010,151</b>	<b>\$ 424,105</b>	<b>\$ 349,641</b>	<b>\$ 74,464</b>
	Supervisors/Technology Salaries	\$ 737,247	\$ 920,240	\$ -	\$ 920,240	\$ 656,522	\$ 220,379	\$ 43,339	\$ 3,510	\$ 39,829
	Clerical & Secretarial salaries	\$ 2,175,395	\$ 2,276,982	\$ -	\$ 2,276,982	\$ 1,642,287	\$ 624,178	\$ 10,517	\$ 6,500	\$ 4,017
	Educational Assistants	\$ 2,404,167	\$ 2,538,989	\$ 59,053	\$ 2,598,042	\$ 1,838,468	\$ 744,542	\$ 15,032	\$ 7,405	\$ 7,627
	Nurses & Medical advisors	\$ 734,835	\$ 740,251	\$ -	\$ 740,251	\$ 451,724	\$ 269,701	\$ 18,826	\$ 15,000	\$ 3,826
	Custodial & Maint Salaries	\$ 3,034,637	\$ 3,121,867	\$ -	\$ 3,121,867	\$ 2,279,580	\$ 830,347	\$ 11,940	\$ 1,000	\$ 10,940
	Non Certified Adj & Bus Drivers salaries	\$ 24,888	\$ 68,670	\$ (56,970)	\$ 11,700	\$ 6,335	\$ 4,902	\$ 462	\$ -	\$ 462
	Career/Job salaries	\$ 84,244	\$ 74,790	\$ -	\$ 74,790	\$ 17,423	\$ 75,052	\$ (17,685)	\$ (25,595)	\$ 7,910
	Special Education Svcs Salaries	\$ 1,084,834	\$ 1,228,405	\$ -	\$ 1,228,405	\$ 828,206	\$ 352,862	\$ 47,337	\$ (5,688)	\$ 53,025
	Attendance & Security Salaries	\$ 570,324	\$ 591,639	\$ -	\$ 591,639	\$ 417,197	\$ 161,969	\$ 12,473	\$ 5,500	\$ 6,973
	Extra Work - Non-Cert	\$ 91,741	\$ 107,869	\$ -	\$ 107,869	\$ 67,490	\$ 6,383	\$ 33,996	\$ 20,584	\$ 13,412
	Custodial & Maint. Overtime	\$ 234,510	\$ 199,738	\$ -	\$ 199,738	\$ 179,883	\$ -	\$ 19,855	\$ 37,855	\$ (18,000)
	Civic activities/Park & Rec	\$ 32,532	\$ 32,000	\$ -	\$ 32,000	\$ 31,612	\$ -	\$ 388	\$ 1,588	\$ (1,200)
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ 11,209,354</b>	<b>\$ 11,901,440</b>	<b>\$ 2,083</b>	<b>\$ 11,903,523</b>	<b>\$ 8,416,726</b>	<b>\$ 3,290,316</b>	<b>\$ 196,481</b>	<b>\$ 67,659</b>	<b>\$ 128,822</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ 46,681,657</b>	<b>\$ 48,352,266</b>	<b>\$ (51,880)</b>	<b>\$ 48,300,386</b>	<b>\$ 31,379,333</b>	<b>\$ 16,300,467</b>	<b>\$ 620,586</b>	<b>\$ 417,300</b>	<b>\$ 203,285</b>

## NEWTOWN BOARD OF EDUCATION

## 2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - MARCH 31, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19		YTD		YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019	CURRENT TRANSFERS	CURRENT BUDGET					
<b>200</b>	<b>EMPLOYEE BENEFITS</b>										
	Medical & Dental Expenses	\$ 8,829,256	\$ 8,183,967	\$ -		\$ 8,183,967	\$ 6,161,825	\$ 2,008,638	\$ 13,504	\$ 12,491	\$ 1,013
	Life Insurance	\$ 85,000	\$ 87,134	\$ -		\$ 87,134	\$ 63,270	\$ -	\$ 23,864	\$ 21,043	\$ 2,821
	FICA & Medicare	\$ 1,454,800	\$ 1,514,790	\$ -		\$ 1,514,790	\$ 1,011,845	\$ -	\$ 502,945	\$ 502,945	\$ -
	Pensions	\$ 683,223	\$ 775,643	\$ -		\$ 775,643	\$ 766,808	\$ 1,500	\$ 7,335	\$ 44,335	\$ (37,000)
	Unemployment & Employee Assist.	\$ 53,823	\$ 87,000	\$ -		\$ 87,000	\$ 36,928	\$ -	\$ 50,072	\$ 33,284	\$ 16,788
	Workers Compensation	\$ 498,501	\$ 517,430	\$ -		\$ 517,430	\$ 531,962	\$ -	\$ (14,532)	\$ -	\$ (14,532)
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ 11,604,603</b>	<b>\$ 11,165,964</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,165,964</b>	<b>\$ 8,572,639</b>	<b>\$ 2,010,138</b>	<b>\$ 583,188</b>	<b>\$ 614,098</b>	<b>\$ (30,910)</b>
<b>300</b>	<b>PROFESSIONAL SERVICES</b>										
	Professional Services	\$ 665,344	\$ 615,047	\$ -		\$ 615,047	\$ 362,380	\$ 93,919	\$ 158,748	\$ 156,649	\$ 2,099
	Professional Educational Ser.	\$ 194,984	\$ 208,771	\$ 8,670		\$ 217,441	\$ 139,889	\$ 34,869	\$ 42,683	\$ 28,000	\$ 14,683
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	<b>\$ 860,328</b>	<b>\$ 823,818</b>	<b>\$ 8,670</b>	<b>\$ -</b>	<b>\$ 832,488</b>	<b>\$ 502,270</b>	<b>\$ 128,787</b>	<b>\$ 201,431</b>	<b>\$ 184,649</b>	<b>\$ 16,782</b>
<b>400</b>	<b>PURCHASED PROPERTY SVCS</b>										
	Buildings & Grounds Services	\$ 707,757	\$ 697,600	\$ -		\$ 697,600	\$ 623,556	\$ 55,493	\$ 18,551	\$ 18,000	\$ 551
	Utility Services - Water & Sewer	\$ 140,819	\$ 137,650	\$ -		\$ 137,650	\$ 85,768	\$ -	\$ 51,882	\$ 57,882	\$ (6,000)
	Building, Site & Emergency Repairs	\$ 490,220	\$ 460,850	\$ -		\$ 460,850	\$ 417,317	\$ 60,471	\$ (16,938)	\$ 25,000	\$ (41,938)
	Equipment Repairs	\$ 248,481	\$ 313,324	\$ -		\$ 313,324	\$ 211,677	\$ 28,799	\$ 72,849	\$ 50,000	\$ 22,849
	Rentals - Building & Equipment	\$ 265,862	\$ 272,923	\$ 5,550		\$ 278,473	\$ 188,158	\$ 47,207	\$ 43,108	\$ 42,608	\$ 500
	Building & Site Improvements	\$ 23,773	\$ 292,800	\$ -		\$ 292,800	\$ 265,530	\$ 27,270	\$ (0)	\$ -	\$ (0)
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	<b>\$ 1,876,912</b>	<b>\$ 2,175,147</b>	<b>\$ 5,550</b>	<b>\$ -</b>	<b>\$ 2,180,697</b>	<b>\$ 1,792,006</b>	<b>\$ 219,240</b>	<b>\$ 169,452</b>	<b>\$ 193,490</b>	<b>\$ (24,038)</b>

## NEWTOWN BOARD OF EDUCATION

## 2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - MARCH 31, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19		YTD		YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019	CURRENT TRANSFERS	CURRENT BUDGET					
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>										
	Contracted Services	\$ 570,837	\$ 621,207	\$ 9,534		\$ 630,741	\$ 486,540	\$ 83,383	\$ 60,818	\$ 26,000	\$ 34,818
	Transportation Services	\$ 4,091,115	\$ 4,341,927	\$ (100,000)		\$ 4,241,927	\$ 2,771,437	\$ 986,840	\$ 483,650	\$ 425,653	\$ 57,997
	Insurance - Property & Liability	\$ 410,691	\$ 409,907	\$ (5,550)		\$ 404,357	\$ 400,457	\$ -	\$ 3,900	\$ -	\$ 3,900
	Communications	\$ 159,176	\$ 156,649	\$ -		\$ 156,649	\$ 99,625	\$ 42,820	\$ 14,204	\$ 12,500	\$ 1,704
	Printing Services	\$ 27,387	\$ 33,020	\$ -		\$ 33,020	\$ 13,181	\$ 17,991	\$ 1,848	\$ 800	\$ 1,048
	Tuition - Out of District	\$ 3,454,767	\$ 3,164,101	\$ 130,000		\$ 3,294,101	\$ 2,599,963	\$ 1,092,339	\$ (398,202)	\$ (335,823)	\$ (62,379)
	Student Travel & Staff Mileage	\$ 208,537	\$ 212,976	\$ -		\$ 212,976	\$ 161,483	\$ 39,269	\$ 12,224	\$ 12,000	\$ 224
	<b>SUBTOTAL OTHER PURCHASED S</b>	<b>\$ 8,922,509</b>	<b>\$ 8,939,787</b>	<b>\$ 33,984</b>	<b>\$ -</b>	<b>\$ 8,973,771</b>	<b>\$ 6,532,686</b>	<b>\$ 2,262,643</b>	<b>\$ 178,443</b>	<b>\$ 141,130</b>	<b>\$ 37,312</b>
<b>600</b>	<b>SUPPLIES</b>										
	Instructional & Library Supplies	\$ 767,673	\$ 835,997	\$ 4,486		\$ 840,483	\$ 627,076	\$ 163,947	\$ 49,461	\$ 22,000	\$ 27,461
	Software, Medical & Office Sup.	\$ 140,088	\$ 188,341	\$ -		\$ 188,341	\$ 117,560	\$ 51,647	\$ 19,133	\$ 11,000	\$ 8,133
	Plant Supplies	\$ 404,991	\$ 375,000	\$ -		\$ 375,000	\$ 258,215	\$ 108,769	\$ 8,016	\$ 5,000	\$ 3,016
	Electric	\$ 1,305,141	\$ 1,498,260	\$ -		\$ 1,498,260	\$ 985,223	\$ -	\$ 513,037	\$ 482,179	\$ 30,858
	Propane & Natural Gas	\$ 304,459	\$ 430,300	\$ -		\$ 430,300	\$ 285,174	\$ -	\$ 145,126	\$ 125,126	\$ 20,000
	Fuel Oil	\$ 321,179	\$ 108,860	\$ -		\$ 108,860	\$ 60,934	\$ -	\$ 47,926	\$ 47,926	\$ -
	Fuel For Vehicles & Equip.	\$ 231,624	\$ 254,618	\$ -		\$ 254,618	\$ 158,415	\$ -	\$ 96,203	\$ 98,203	\$ (2,000)
	Textbooks	\$ 25,880	\$ 140,419	\$ (810)		\$ 139,609	\$ 119,587	\$ 17,715	\$ 2,307	\$ 1,837	\$ 470
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ 3,501,034</b>	<b>\$ 3,831,795</b>	<b>\$ 3,676</b>	<b>\$ -</b>	<b>\$ 3,835,471</b>	<b>\$ 2,612,183</b>	<b>\$ 342,078</b>	<b>\$ 881,210</b>	<b>\$ 793,272</b>	<b>\$ 87,938</b>

**NEWTOWN BOARD OF EDUCATION**  
**2018-19 BUDGET SUMMARY REPORT**  
 FOR THE MONTH ENDING - MARCH 31, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19		YTD		YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019	CURRENT TRANSFERS	CURRENT BUDGET					
<b>700</b>	<b>PROPERTY</b>										
	Capital Improvements (Sewers)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Technology Equipment	\$ 547,585	\$ 550,000	\$ -	\$ -	\$ 550,000	\$ 268,729	\$ 174,770	\$ 106,501	\$ 106,501	\$ -
	Other Equipment	\$ 9,200	\$ 46,247	\$ -	\$ -	\$ 46,247	\$ 34,679	\$ 6,124	\$ 5,444	\$ 4,937	\$ 507
	<b>SUBTOTAL PROPERTY</b>	<b>\$ 556,785</b>	<b>\$ 596,247</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 596,247</b>	<b>\$ 303,408</b>	<b>\$ 180,894</b>	<b>\$ 111,945</b>	<b>\$ 111,438</b>	<b>\$ 507</b>
<b>800</b>	<b>MISCELLANEOUS</b>										
	Memberships	\$ 60,808	\$ 69,207	\$ -	\$ -	\$ 69,207	\$ 58,923	\$ 2,468	\$ 7,816	\$ 3,500	\$ 4,316
	<b>SUBTOTAL MISCELLANEOUS</b>	<b>\$ 60,808</b>	<b>\$ 69,207</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 69,207</b>	<b>\$ 58,923</b>	<b>\$ 2,468</b>	<b>\$ 7,816</b>	<b>\$ 3,500</b>	<b>\$ 4,316</b>
<b>910</b>	<b>SPECIAL ED CONTINGENCY</b>	<b>\$ -</b>	<b>\$ 100,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 100,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 100,000</b>	<b>\$ -</b>	<b>\$ 100,000</b>
<b>TOTAL LOCAL BUDGET</b>		<b>\$ 74,064,636</b>	<b>\$ 76,054,231</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 76,054,231</b>	<b>\$ 51,753,447</b>	<b>\$ 21,446,714</b>	<b>\$ 2,854,070</b>	<b>\$ 2,458,877</b>	<b>\$ 395,193</b>

(Audited)

NEWTOWN BOARD OF EDUCATION

2018-19 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - MARCH 31, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>BOARD OF EDUCATION FEES &amp; CHARGES - SERVICES</u>		2018-19 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION		\$31,675	\$35,004	(\$3,329)	110.51%
HIGH SCHOOL FEES FOR PARKING PERMITS		\$20,000	\$20,000	\$0	100.00%
MISCELLANEOUS FEES		\$5,000	\$5,679	(\$679)	113.59%
<b>TOTAL SCHOOL GENERATED FEES</b>		<b>\$56,675</b>	<b>\$60,684</b>	<b>(\$4,009)</b>	<b>107.07%</b>



NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

"FOR THE MONTH ENDING - MARCH 31, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	REVISION	REVISED BUDGET	1st ESTIMATE	STATE ESTIMATE	Feb RECEIVED	May ESTIMATED
100	<b>SALARIES</b>	\$ (49,618)	\$ -	\$ (49,618)	\$ (65,366)	\$ (65,974)	\$ (46,857)	\$ (19,117)
200	<b>EMPLOYEE BENEFITS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	<b>PROFESSIONAL SERVICES</b>	\$ (56,105)	\$ -	\$ (56,105)	\$ (13,141)	\$ (13,264)	\$ (5,692)	\$ (7,572)
400	<b>PURCHASED PROPERTY SERV.</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	<b>OTHER PURCHASED SERVICES</b>	\$ (1,407,585)	\$ -	\$ (1,407,585)	\$ (1,399,682)	\$ (1,555,309)	\$ (1,173,361)	\$ (381,948)
600	<b>SUPPLIES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	<b>PROPERTY</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	<b>MISCELLANEOUS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL GENERAL FUND BUDGET</b>		\$ (1,513,308)	\$ -	\$ (1,513,308)	\$ (1,478,189)	\$ (1,634,547)	\$ (1,225,910)	\$ (408,637)
<b>100</b>	<b>SALARIES</b>							
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -		
	Teachers & Specialists Salaries	\$ -	\$ -	\$ -	\$ -	\$ -		
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -		
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -		
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -		
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -		
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -		
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -		
	<b>CERTIFIED SALARIES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -		
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -		
	Educational Assistants	\$ (5,326)	\$ -	\$ (5,326)	\$ (8,814)	\$ (8,894)	\$ (7,035)	\$ (1,859)
	Nurses & Medical advisors	\$ -	\$ -	\$ -	\$ -	\$ -		
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -		
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -		
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -		
	Special Education Svcs Salaries	\$ (44,292)	\$ -	\$ (44,292)	\$ (56,552)	\$ (57,080)	\$ (39,822)	\$ (17,258)
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -		
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -		
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -		
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -		
	<b>NON-CERTIFIED SALARIES</b>	\$ (49,618)	\$ -	\$ (49,618)	\$ (65,366)	\$ (65,974)	\$ (46,857)	\$ (19,117)
	<b>SUBTOTAL SALARIES</b>	\$ (49,618)	\$ -	\$ (49,618)	\$ (65,366)	\$ (65,974)	\$ (46,857)	\$ (19,117)
<b>200</b>	<b>EMPLOYEE BENEFITS</b>							
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

"FOR THE MONTH ENDING - MARCH 31, 2019"

**OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS**

<b>OBJECT</b>	<b>EXPENSE CATEGORY</b>	<b>BUDGETED</b>	<b>REVISION</b>	<b>REVISED BUDGET</b>	<b>1st ESTIMATE</b>	<b>STATE ESTIMATE</b>	<b>Feb RECEIVED</b>	<b>May ESTIMATED</b>
<b>300</b>	<b>PROFESSIONAL SERVICES</b>							
	Professional Services	\$ (56,105)		\$ (56,105)	\$ (13,141)	\$ (13,264)	\$ (5,692)	\$ (7,572)
	Professional Educational Ser.	\$ -		\$ -		\$ -		
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	<b>\$ (56,105)</b>	<b>\$ -</b>	<b>\$ (56,105)</b>	<b>\$ (13,141)</b>	<b>\$ (13,264)</b>	<b>\$ (5,692)</b>	<b>\$ (7,572)</b>
<b>400</b>	<b>PURCHASED PROPERTY SVCS</b>							
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>							
	Contracted Services	\$ -		\$ -		\$ -		
	Transportation Services	\$ (348,975)		\$ (348,975)	\$ (305,446)	\$ (322,416)	\$ (235,737)	\$ (86,679)
	Insurance - Property & Liability	\$ -		\$ -		\$ -		
	Communications	\$ -		\$ -		\$ -		
	Printing Services	\$ -		\$ -		\$ -		
	Tuition - Out of District	\$ (1,058,610)		\$ (1,058,610)	\$ (1,094,236)	\$ (1,232,893)	\$ (937,624)	\$ (295,269)
	Student Travel & Staff Mileage	\$ -		\$ -		\$ -		
	<b>SUBTOTAL OTHER PURCHASED SI</b>	<b>\$ (1,407,585)</b>	<b>\$ -</b>	<b>\$ (1,407,585)</b>	<b>\$ (1,399,682)</b>	<b>\$ (1,555,309)</b>	<b>\$ (1,173,361)</b>	<b>\$ (381,948)</b>
<b>600</b>	<b>SUPPLIES</b>							
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>700</b>	<b>PROPERTY</b>							
	<b>SUBTOTAL PROPERTY</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>800</b>	<b>MISCELLANEOUS</b>							
	Memberships							
	<b>SUBTOTAL MISCELLANEOUS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>TOTAL LOCAL BUDGET</b>	<b>\$ (1,513,308)</b>	<b>\$ -</b>	<b>\$ (1,513,308)</b>	<b>\$ (1,478,189)</b>	<b>\$ (1,634,547)</b>	<b>\$ (1,225,910)</b>	<b>\$ (408,637)</b>

75% 25%

Excess Cost and Agency placement Grants are budgeted at 75%. \$ (1,513,308)

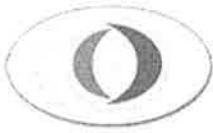
The February State estimate is at 75.71% on eligible expenditures for this year. \$ (1,634,547)

Additional beyond budget \$ 121,239



Collaboration

	Sep				Oct					Nov			Dec			Jan				Feb				Mar				Apr			May				Jun			
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
First Things First	█																																					
Everyone Has a Story to Tell (Narrative)				█	█	█	█	█																														
A Formula for Originality									█	█	█	█	█	█	█																							
I'm Right and Here's Why													█	█	█	█	█	█	█	█																		



# Unit Planner: First Things First Public Speaking

Newtown High School > 2018-2019 > High School > English Language Arts > Public Speaking > Week 1 - Week 3

Last Updated: Thursday, February 14, 2019 by Kathleen Swift

## First Things First

Swift, Kathleen; Thomas, Jacob

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Preparation/ **choice**

Concepts: form, message, rhetorical devices, persuasion, preparation,

Suggested additions: choice, audience, delivery, emotion, engagement, adjustment,

#### Generalizations / Enduring Understandings

1. Speakers make choices based on audience needs.
2. All speeches attempt to persuade an audience.
3. Delivery enhances message.
4. Preparation improves delivery.
5. Careful integration of form, message and rhetorical devices tailors message to persuade a specific group.

#### Guiding Questions

**Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]**

- 1a. What choices are available to a speaker to meet audience needs? (F)
- 1b. How does a speaker get an audience to listen? (P)
- 1c. How does a speaker know when they have met the audience's needs? (C)
- 2a. What common purpose do all speeches share? (F)
- 2b. How does a speaker persuade an audience? (C)
- 3a. How does a speaker create emotion? (F)
- 3b. Is delivery more important than message? (P)
- 3c. How does eye contact engage the audience? (C)
- 4a. What constitutes preparation for a speech? (F)
- 4b. What is the rhetorical triangle? (F)
- 4c. How does the rhetorical triangle impact the audience? (C)
- 5a. What are specific ways to adjust a speech to a specific audience? (F)
- 5b. How does a speaker match message with form to persuade audience? (C)

#### Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: English Language Arts 6-12**

**CCSS: Grades 11-12**

#### Speaking & Listening

##### Comprehension and Collaboration

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**Presentation of Knowledge and Ideas**

**4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Language**

**Conventions of Standard English**

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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**Objective(s)**

Bloom/ Anderson Taxonomy / DOK Language

- Students will adapt a historical speech to fit a prescribed time.
- Students will evaluate historical speeches to identify rhetorically powerful elements.
- Students will format an historical speech for delivery.
- Students will prepare the speech for delivery.
- Students will select and rehearse how to embed chosen emotion to persuade audience.
- Students will reflect on the speaker's ability to persuade through chosen emotion.

**Critical Content & Skills**

*What students must **KNOW and be able to DO***

- Students will adapt a historical speech to fit a prescribed time.
- Students will evaluate historical speeches to identify rhetorically powerful elements.
- Students will format an historical speech for delivery.
- Students will prepare the speech for delivery.
- Students will select and rehearse how to embed chosen emotion to persuade audience.
- Students will reflect on the speaker's ability to persuade through chosen emotion.

**Core Learning Activities**

- Adapt for delivery "I Have a Dream" to five minutes in the correct format.
- Individually select and adapt a speech to five minutes in the correct format.
- Deliver a song's lyrics to dictated emotion.

Manuscript Speech.docx

**Assessments**

**Manuscript Speech**

**Formative: Speech**

Students choose a historical speech and cut it down to five minutes, focusing on key rhetorical moments. Students then prepare the speech for delivery and deliver it, conveying the emotion proper to the setting

**Resources**

*Professional & Student*

Websites for Famous Speeches to Adapt:

- American Rhetoric- Top Speeches  
<http://www.americanrhetoric.com/top100speechesall.html>
- Historical Speeches  
[www.history.com/speeches](http://www.history.com/speeches)
- 25 Speeches that changed the world  
<https://list25.com/25-speeches-that-changed-the-world/>

and audience, focusing on making eye contact from time to time.

Manscript Speech Revised.doc

[content.time.com/time/specials/packages/completelist/0,29569,1841228,00.html](http://content.time.com/time/specials/packages/completelist/0,29569,1841228,00.html)

Student Learning  
Expectation & 21st Century  
Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Spoken Communication

Interdisciplinary Connections

History

Student enterprises

Junior-Senior Project

Senior Capstone



Atlas Version 9.3.6

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# Unit Planner: Everyone Has a Story to Tell (Narrative) Public Speaking

Thursday, February 14, 2019 8:17 AM

Newtown High School > 2018-2019 > High School > English Language  
Arts > Public Speaking > Week 4 - Week 7

Last Updated: Thursday, February 14, 2019 by Kathleen Swift

## Everyone Has a Story to Tell (Narrative)

Swift, Kathleen; Thomas, Jacob

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Lens: Structure, form, voice

Concepts: Delivery, message, story, interpretation, purpose, audience, emotion, impact, literary devices, voice, persuasion, character, values, function, form, engagement

#### Generalizations / Enduring Understandings

1. Personal stories persuade audiences by unveiling universal truths.
2. Personal stories illustrate author's character and values.
3. Function dictates form.
4. Delivery of message conveys desired emotion regardless of content.
5. Authors engage audience through literary devices.
6. The voice in which a story is told impacts the audience's understanding and experience.
7. Facts and reasoning support opinions to persuade audience.
8. Engaged audiences reflect on other people's ideas to evaluate personal position.

#### Guiding Questions

***Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]***

- 1a. What should others know about me? (P)
- 1b. How do authors avoid clichés? (C)
- 1c. What makes a successful college essay/narrative? (F)
- 2a. What stories from personal past demonstrate the person I am today? (C)
- 2b. How does an author make choices to reveal their character and values accurately and persuasively? (C)
- 2c. Is there a best way to tell a story? (P)
- 3a. What are different formats used to tell a narrative story? (F)
- 3b. What is a flashback? (F)
- 3c. What is a hook? (F)
- 3d. What is an extended metaphor? (F)
- 3e. How does an author work within parameters to best tell the story? (C)
- 4a. How do voice and gestures affect the audience? (C)
- 4b. How does a speaker align content, voice and gesture to convey the intended emotion? (C)
- 4c. What repertoire of hand gestures is available to a speaker? (F)
- 5a. What are literary devices that authors use to engage audience? (F)
- 5b. How does an author refine literary devices to meet audience needs? (C)
- 6a. What is voice? (F)
- 6b. How does an author reveal voice through diction,

syntax, and delivery? (C)

6c. How does an author adjust voice depending on audience? (C)

7a. What is the difference between fact and reasoning? (F)

7b. How do speakers choose the most persuasive facts and reasoning? (C)

7c. What makes a convincing speech? (P)

8a. Should audiences be open minded? (P)

8b. How do audiences reflect on whether a speaker is right? (C)

8c. What are strategies of reflection? (F)

## Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: English Language Arts 6-12**

**CCSS: Grades 11-12**

### **Writing**

#### **Text Types and Purposes**

#### **1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

#### **2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

#### **3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or



resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### **Production and Distribution of Writing**

**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### **Speaking & Listening**

##### **Comprehension and Collaboration**

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

##### **Presentation of Knowledge and Ideas**

**4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

#### **Language**

##### **Conventions of Standard English**

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b. Spell correctly.

**5. Demonstrate understanding of word relationships and nuances in word meanings.**

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

##### **Language Progressive Skills**

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.6.3b. Maintain consistency in style and tone.

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will compose and tell a personal story using figurative language that reveals their character and values.  
Students will revise a personal narrative to increase impact on audience.  
Students will deliver a rehearsed speech that engages the audience.  
Students will tell a story with an effective, personal voice.

**Critical Content & Skills**

*What students must **KNOW and be able to DO***

Students will be able to write and revise a college essay.  
Students will find appropriate resources to help revision.  
Students will write, revise and deliver a speech that conveys humor and values.  
Students will engage the audience with eye contact, hand motions, shifts in tone and volume.

**Core Learning Activities**

College Essay  
I Believe Speech (or My Generation or history speech)  
Humorous Speech  
Impromptu Speeches  
Morality Persuasive Speech



[public speaking - funny nonpodium speech.docx](#)



[Impromptu Speaking.doc](#)



[public speaking funny two minute extemp.docx](#)



[Public Speaking History.docx](#)



[Public Speaking talking about my generation.docx](#)

[Public Speaking Morality Speech.docx](#)

[Public Speaking History.docx](#)

**Assessments**

**College Essay**

**Summative: Expository Essay**

[College Essay Checklist Rubric 2017.docx](#)

**Humorous speech**

**Formative: Speech**

Students will write, practice, and, deliver a short (5 minute) funny anecdote using the podium.



[public speaking - funny nonpodium speech.docx](#)

[This I Believe Essay Rubric 2018.docx](#)

**Resources**

*Professional & Student*

Youtube- Original Oratory

Original Oratory - NSDA '14 National Champion: Andrea Ambam's "America Without The Dream"

<https://www.youtube.com/watch?v=yHcRk2DyxiQ>

Nader Helmy - NFL 2012 Original Oratory Champion

<https://www.youtube.com/watch?v=RNXyp2QwYTo>

"The Big Bang" -Duo Interpretation (2011)

<https://www.youtube.com/watch?...>

Conquering the College Admissions Essay in 10 Steps- Alan Gelb, Ten Speed Press, 2008

Welcome to the Wonderful World of College Essays



[Welcome to the Wonderful World of College Essays](#)

**Student Learning Expectation & 21st Century Skills**

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

**Interdisciplinary Connections**

Counselor Workshop

Senior English Electives

Junior- Senior Project







# Unit Planner: A Formula for Originality Public Speaking

Newtown High School > 2018-2019 > High School > English Language Arts  
> Public Speaking > Week 8 - Week 12

Last Updated: Thursday, February 14, 2019 by Kathleen Swift

A Formula for Originality  
Swift, Kathleen; Thomas, Jacob

- [Unit Planner](#)
- [Lesson Planner](#)

## Concept-Based Unit Development Graphic Organizer (Download)

### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Lens: Structure

Concepts: format, message, audience, anticipate audience needs and understanding, adjustment, literary devices, rhetorical triangle, listening, learning styles, credibility

#### Generalizations / Enduring Understandings

1. Effective speakers anticipate audience needs and understanding by working within given formats to convey their message to meet audience learning styles.
2. Literary devices engage audience through appeals to pathos of the rhetorical triangle.
3. Speakers constantly make adjustments within the constraints of a given format to meet audience needs.
4. Speakers appeal to ethos and logos to present information with credibility.
5. Engaged audiences listen to learn.

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

- 1a. What are learning styles? (F)
- 1b. What makes an effective powerpoint presentation (F)
- 1c. What is the best way to teach a given topic? (P)
- 1d. How does a speaker anticipate audience needs? (C)
- 2a. What are literary devices? (F)
- 2b. What is the rhetorical triangle? (F)
- 2c. What emotions work best in speeches? (C)
- 2d. How does a speaker control the audience's emotion? (C)
- 3a. How does a speaker gauge audience understanding? (C)
- 3b. What risks can a speaker take? (P)
- 3c. What does a speaker do when an audience does not understand? (F)
- 4a. How much does a speaker need to know about topic to give a speech? (P)
- 4b. How do speakers build trust? (C)
- 5a. What responsibility does an audience have? (C)
- 5b. How does an audience member process information? (F)

#### Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: English Language Arts 6-12**

**CCSS: Grades 11-12**

#### Writing

##### Text Types and Purposes

**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and

conventions of the discipline in which they are writing.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking & Listening**

**2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas**

**4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in

presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Language**

**Conventions of Standard English**

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

**Language Progressive Skills**

L.3.3a. Choose words and phrases for effect.

L.4.3b. Choose punctuation for effect.

L.6.3b. Maintain consistency in style and tone.

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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**Objective(s)**

Bloom/ Anderson Taxonomy / DOK Language

Students will create speeches fitting a specific format to convey ideas or information.

Students will synthesize information from a variety of sources to create speech.

Students will brainstorm various ways to impart information and then evaluate and select the best way for their audience.

**Critical Content & Skills**

*What students must **KNOW and be able to DO***

Students will create speeches fitting a specific format to convey ideas or information.

Students will synthesize information from a variety of sources to create speech.

Students will brainstorm various ways to impart information and then evaluate and select the best way for their audience.

**Core Learning Activities**

5 minute Assigned Powerpoint speech

"How to" speech

Graduation speech



Powerpoint Speech Quiz 2017



Powerpoint Speech



Public Speaking Grading Grad Speeches.docx



Public Speaking How To Speech (1).docx

**Assessments**






Public Speaking How To Speech (1).docx

**Resources**

*Professional & Student*

Sample Graduation Speeches

Sample Powerpoint with strengths and weaknesses

 <a href="#">Powerpoint Speech Quiz 2017</a>  <a href="#">Powerpoint Speech</a>  <a href="#">Public Speaking Grading Grad Speeches.docx</a>	<a href="#">Andy Samberg Harvard Commencement Speech</a> <a href="#">Stephen Colbert Northwestern Graduation Speech</a> <a href="#">This is Water Speech</a> <a href="#">Wellesley High School Speech</a> <a href="#">An Inconvenient Truth Clip</a>
<p>Student Learning Expectation &amp; 21st Century Skills</p> <p><a href="#">Information Literacy</a></p> <p><a href="#">Critical Thinking</a></p> <p><a href="#">Spoken Communication</a></p> <p><a href="#">Written Performance</a></p>	<p>Interdisciplinary Connections</p> <p>All disciplines</p> <p>Composition</p>





# Unit Planner: I'm Right and Here's Why Public Speaking

Newtown High School > 2018-2019 > High School > English Language Arts  
> Public Speaking > Week 13 - Week 16

Last Updated: Thursday, February 14, 2019  
by Kathleen Swift

## I'm Right and Here's Why

Swift, Kathleen; Thomas, Jacob

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Lens: Persuasion

Concepts: research, theme, presentation, gestures, purpose, organization, rhetorical triangle, persuasion, documentation, originality, audience

#### Generalizations / Enduring Understandings

1. Effective presentations build around a central theme to persuade audience.
2. Effective presentations organize appropriate research with subject and audience needs in mind.
3. Presenters make appeals to both pathos and ethos through gestures unconstrained by a podium.
4. Presenters make appeals to both ethos and logos through effective use of documented research.
5. Originality requires insightful combination of rhetorical devices, organization, and research.
6. Effective appeals to ethos require command of one's material (no reading).

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

- 1a. What is a central theme? (F)
- 1b. How does a speaker persuade?(C)
- 1c. What is the rhetorical triangle? (F)
- 1d. Is there a single best way to organize a presentation for a given topic? (P)
- 2a. How does a presenter select the most effective tools for research? (C)
- 2b. How does a speaker choose from and organize large amounts of information effectively? (C)
- 2c. What does an audience need to know? (P)
- 2d. How does a speaker fit the message to the time? (C)
- 3a. What are the benefits of not using a podium? (F)
- 3b. How should a speaker move? (C)
- 3c. What does an audience want to see? (P)
- 4a. How does research create ethos and logos? (C)
- 4b. How do speakers identify credible sources? (F)
- 4c. How do speakers use sources in an original way to convey their message? (C)
- 5a. What are the benefits of originality? (C)
- 5b. How does a presenter achieve originality combining rhetorical devices, organization, and research? (C)
- 6a. How does a speaker use the whole stage? (F)
- 6b. How does a speaker gain the audience's trust? (C)
- 6C. How does a speaker remember what to say without relying on full text reading? (C)

#### Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: English Language Arts 6-12**

**CCSS: Grades 11-12**

**Reading: Literature**

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning**



as well as the relevance and sufficiency of the evidence.

RL.11-12.8. (Not applicable to literature)

### **Reading: Informational Text**

#### **Key Ideas and Details**

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

#### **Integration of Knowledge and Ideas**

**7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **Writing**

#### **Text Types and Purposes**

**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or

explanation presented (e.g., articulating implications or the significance of the topic).

### **Production and Distribution of Writing**

#### **4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### **Research to Build and Present Knowledge**

#### **7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### **8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

#### **9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Speaking & Listening**

#### **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

#### **3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### **Presentation of Knowledge and Ideas**

#### **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

#### **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **Language**

#### **Conventions of Standard English**

##### **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Language Progressive Skills

L.3.3a. Choose words and phrases for effect.

L.4.3b. Choose punctuation for effect.

L.6.3b. Maintain consistency in style and tone.

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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

- Students will gather, analyze, and evaluate relevancy and accuracy of research.
- Students will synthesize information across multiple sources to create a presentation.
- Students will create a presentation to inform audience.
- Students will generate hypotheses based on observation and prior knowledge.
- Students will present a speech using minimally outlined notes.

### Critical Content & Skills

#### *What students must **KNOW and be able to DO***

- Students will gather, analyze, and evaluate relevancy and accuracy of research.
- Students will synthesize information across multiple sources to create presentation.
- Students will create a presentation to inform audience.
- Students will generate hypotheses based on observation and prior knowledge.
- Students will present a speech using minimally outlined notes.

### Core Learning Activities

- Final- researched speech delivered without podium
- [Public Speaking Final.docx](#)
- [Public speaking final rubric.doc](#)

### Assessments

- Final**
- Summative: Speech**
- [Public Speaking Final.docx](#)
- [Public speaking final rubric.doc](#)

### Resources

- Professional & Student*
- [Original Oratory Model](#)
- [Original Oratory Model](#)
- [Original Oratory Model](#)

### Student Learning Expectation & 21st Century Skills

- [Information Literacy](#)
- [Critical Thinking](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

- Science presentations
- History presentations
- Drama
- Senior capstone





Collaboration

	Sep				Oct					Nov			Dec			Jan					Feb				Mar				Apr			May				Jun		
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Understanding Place Value	[Bar from Sep 1 to May 34]																																					
Addition	[Bar from Sep 4 to Jun 37]																																					
Measurement and Data	[Bar from Sep 5 to Mar 28]																																					
Subtraction	[Bar from Dec 13 to May 34]																																					
Geometry	[Bar from Jan 20 to May 34]																																					



# Unit Planner: Understanding Place Value Math Grade 2

District Elementary > 2018-2019 > Grade 2 > Mathematics > Math Grade 2 > Week 1  
- Week 34

Last Updated: Today by Amy Hiruo

## Understanding Place Value

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here  
System and Structure

#### Generalizations / Enduring Understandings

##### **Strand 1: 2- and 3-Digit Numbers**

##### **Generalizations**

Two- and Three-Digit numbers can be compared using place value.

Digits correspond to different values depending on their place in a number.

##### **Concepts**

- comparison
- number names
- base ten system

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

##### Factual:

Which place in a three-digit number is the ones, tens, and hundreds?

What is the largest digit we can use when representing amounts in each place value?

##### Conceptual:

What is the relationship between place and value?

How does the value of a digit change when its position in a number changes?

What does zero represent in a number?

Why is it important to compare numbers?

##### Provocative:

Is understanding place value important? Explain.

#### Standard(s)

Connecticut Core Standards / Content Standards

##### **CCSS: Mathematics**

##### **CCSS: Grade 2**

##### **Number & Operations in Base Ten**

##### **2.NBT.A. Understand place value.**

2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a "hundred."

2.NBT.A.1b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,

=, and < symbols to record the results of comparisons.

### Mathematical Practice

**MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- read and write two-digit numbers
- compare and order two-digit numbers
- identify the position of two-digit numbers on a number line
- identify the multiples of ten on a number line
- compare two-digit numbers on a number line
- read and write three-digit numbers
- represent three-digit numbers with teens and zeros
- write three-digit numbers in expanded form
- identify three-digit numbers on a number line
- compare three-digit numbers on a number line

### Critical Content & Skills

*What students must **KNOW** and be able to **DO***

- **Quantities up to 999 will be represented using multiple models including grouping, pictures, words, number line locations, base ten blocks, symbols.**
- **Concrete models, drawings, and place value strategies can be used to compare numbers**

### Core Learning Activities

**Quantities up to 999 will be represented using multiple models including grouping, pictures, words, number line locations, base ten blocks, symbols.**

- use base ten blocks to represent numbers
- use two-digit and three-digit numeral expander
- use place value cards

up to 999 in a variety of ways.

- use number lines
- use word bank cards or word wall

**Concrete models, drawings, and place value strategies can be used to compare numbers up to 999 in a variety of ways.**

- use base ten blocks
- use number lines
- use place value cards

### Assessments

[2M1.1.pdf](#)

[2M1.2.pdf](#)

[2.M1.PT.pdf](#)

[2.M1.PT Rubric.pdf](#)

[2M2.1.pdf](#)

[2M2.2.pdf](#)

[2M2.PT.pdf](#)

[2M2.PT Rubric.pdf](#)

[2M3.1.pdf](#)

[2M3.2.pdf](#)

[2M3.PT.pdf](#)

[2M3.PT Rubric.pdf](#)

### Resources

*Professional & Student*

***Professional and Student***

#### **Student Resources:**

Stepping Stones Student Journal

Stepping Stones Number Case materials: number track, number expanders, hundred chart

Stepping Stones big book [Jumping Jacks](#)

Stepping Stones pre-test, check-ups, performance tasks, observations and discussions found in the assessment tab of each module

On-line adaptive math practice: Freckle Education

#### **Professional Resources:**

Stepping Stones On-line Lesson Resources

Stepping Stones Math Ed Videos (within each module, select mathematics, then focus for available videos including some model lessons):

- Module 1 (RPV1) *Place Value: 20-99*,
- Module 3 (RTN3) *Teaching Number: Relative Position*, (CNL1) *An Introduction to Using Number Lines*,

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

### Interdisciplinary Connections

#### **Stepping Stones**

- Word search (Language Arts module 1)
- Quipu (Social Studies game module 3)
- Three digit-pictures (Music and the Arts module 3)

Calendar (days in school)





# Unit Planner: Addition Math Grade 2

District Elementary > 2018-2019 > Grade 2 > Mathematics > Math Grade 2 > Week 4  
- Week 30

Last Updated: Today by Amy Hiruo

## Addition

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*  
Patterns and Equality

#### Generalizations / Enduring Understandings

##### **Strand 1: Fluency Strategies for Addition Generalizations**

Strategies assist in the recall of addition facts.

##### **Concepts**

- strategies
- addition facts

##### **Strand 2: Place Value Strategies for Addition Generalizations**

Two- and three-digit numbers can be added using place value.

##### **Concepts**

- place value
- two-digit and three-digit numbers
- addition
- commutative property
- associative property

##### **Strand 3: Multiplication Generalizations**

Numbers can be multiplied using repeated addition.

##### **Concepts**

- repeated addition
- equal groups

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

##### Factual

What are the different parts of an addition equation?  
What is an array?

##### Conceptual

How does repeated addition relate to multiplication?  
What strategies will help add numbers quickly and accurately?  
Can we change the order of numbers when we add? Why or why not?  
Why is it important to know and use multiple strategies for solving addition equations?  
How can different combinations of numbers be used to represent the same quantity?

##### Provocative

Is there one addition strategy that is most efficient? Explain.  
Does using ten as a benchmark help us add more efficiently? Why or why not?

#### Standard(s)

Connecticut Core Standards / Content Standards



**Operations & Algebraic Thinking**

**2.OA.A. Represent and solve problems involving addition and subtraction.**

2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**2.OA.B. Add and subtract within 20.**

2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

**2.OA.C. Work with equal groups of objects to gain foundations for multiplication.**

2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

**Number & Operations in Base Ten**

**2.NBT.B. Use place value understanding and properties of operations to add and subtract.**

2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

**Measurement & Data**

**2.MD.B. Relate addition and subtraction to length.**

2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

**Mathematical Practice**

**MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- fluently recall addition facts to 20
- use the commutative property of addition
- use the associative property of addition
- add using doubles strategy
- add one-digit and two-digit numbers
- add two-digit and three-digit numbers
- add two or three one-digit numbers to make ten
- add two-digit numbers using hundred chart and number line
- add two-digit numbers bridging tens and hundreds on a number line
- use base ten blocks to compose three-digit numbers
- use estimating to solve words problems
- skip count by fives and tens
- use repeated addition to add jumps of two and five
- describe equal groups and arrays
- use repeated addition to add equal groups and rows

### Critical Content & Skills

*What students must **KNOW** and be able to **DO***

- **Use a variety of strategies to increase fluency when adding numbers, including counting-on, using doubles and making tens.**
- **Use properties of addition to add two and three-digit numbers including: Associative Property (adding numbers in any order yields the same total) and Commutative Property (when adding two numbers, the order can be reversed i.e. turn around facts and fact families).**
- **Compose/decompose tens and hundreds to**

### Core Learning Activities

**Use a variety of strategies to increase fluency when adding numbers, including counting-on, using doubles and making tens.**

- use number cubes to write addition facts
- play addition war with cards
- use flashcards

**Use properties of addition to add two and three-digit numbers including: Associative Property (adding numbers in any order yields the same total) and Commutative Property (when adding two numbers, the order can be reversed i.e. turn around facts and**

add two and three digit numbers with a variety of models.

- Use repeated addition to solve basic multiplication equations.

fact families).

- use cubes for count-on games
- use coat hanger with clothes pins to demonstrate commutative property
- use number cards to demonstrate how order of addends produces the same total

**Compose/decompose tens and hundreds to add two- and three-digit numbers using a variety of models including:**

- add using hundred chart
- add using number line
- add using base ten blocks

**Use repeated addition to solve basic multiplication equations.**

- draw pictures (groups of, arrays)
- play grouping games (circles and stars)

#### Assessments

[2M1.1.pdf](#)  
[2M1.2.pdf](#)  
[2.M1.PT.pdf](#)  
[2.M1.PT Rubric.pdf](#)  
[2M2.1.pdf](#)  
[2M3.1.pdf](#)  
[2M5.2.pdf](#)  
[2M5.PT.pdf](#)  
[2M5.PT Rubric.pdf](#)  
[2M6.1.pdf](#)  
[2M6.2.pdf](#)  
[2M6.PT.pdf](#)  
[2M6.PT Rubric.pdf](#)  
[2M9.1.pdf](#)  
[2M9. PT.pdf](#)  
[2M9. PT Rubric.pdf](#)  
[2M11.1.pdf](#)  
[2M11. PT.pdf](#)  
[2M11. PT Rubric.pdf](#)

#### Resources

*Professional & Student*  
Professional & Student  
Student Resources:

- Stepping Stones Student Journal
- Stepping Stones Number Case
- materials:
  - number track
  - number lines
  - number expanders
  - hundred chart
  - Stepping Stones big books - [Bears on Buses](#) (lesson 1.9 & 1.12), [The Space Party](#) (lesson 11.2 & 11.3), [The Big Bug Band](#) (lesson 11.4 & 11.5)

Professional Resource:

- Stepping Stones pre-test, check-ups, performance tasks, observations and discussions found in the assessment tab of each module

district-approved websites and apps as appropriate including: Freckle Education on-line adaptive math practice,

Stepping Stones Math Ed Videos

- (RLSA) *Using Language Stages to Develop Addition Concepts*

- (BAMS)Using Mental Strategies to Add
- (BMSQ) Questions for Developing Mental Computation Strategies
- (BMSA)Comparing Mental Strategies: Addition
- (BAMS)Using Mental Strategies to Add
- (BMSA)Comparing Mental Strategies: Addition
- (BAMS)Using Mental Strategies to Add
- (BMSA)Comparing Mental Strategies: Addition
- (CAS1) Teaching the Count-on Strategy for Addition Number Facts,
- (CAS2) Teaching the Use Doubles Strategy for Addition Number Facts
- (CAS3)Teaching the Bridge-to-Ten Strategy for Addition Number Facts
- (SSS3) Powerful Models to Help Struggling Students: Number Lines
- (SSS2) Powerful Strategies to Help Struggling Students Bridge to Ten
- (SSS3) Powerful Models to Help Struggling Students: Number Lines
- (BPHB) Analyzing Patterns (Skip Counting) on a Hundred Board
- (BHO3) Using Hands-on Approach to Develop Mental Strategies for Addition
- (CLSM) Using Language Stages to Develop Multiplication Concepts

Math Glossary from CCSS (see

[www.corestandards.org/Math/Con...\\_attachments](http://www.corestandards.org/Math/Con..._attachments)

[Mathematics Glossary Common Core State Standards Initiative.pdf](#)

[Mathematics Glossary » Table 1 Common Core State Standards Initiative.pdf](#)

[Mathematics Glossary » Table 2 Common Core State Standards Initiative.pdf](#)

[Mathematics Glossary » Table 3 Common Core State Standards Initiative.pdf](#)

[Mathematics Glossary » Table 4 Common Core State Standards Initiative.pdf](#)

[Mathematics Glossary » Table 5 Common Core State Standards Initiative.pdf](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

- Subtraction Play (Sports and Rec) (Module 5)
- Calculator Counting (Technology) (Module 5)
- Throw and Add (Sports and Rec) (Module 6)
- Composing Collage (Music and Arts) Module 11)



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# Unit Planner: Measurement and Data Math Grade 2

District Elementary > 2018-2019 > Grade 2 > Mathematics > Math Grade 2 > Week 5  
- Week 37

Last Updated: Today by Amy Hiruo

## Measurement and Data

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here  
Process and Communication

#### Generalizations / Enduring Understandings

##### **Strand 1: Time Generalization**

Clocks measure time.

##### **Concepts**

Time  
Clocks  
Sequence events

##### **Strand 2: Standard and Non-Standard Measurement Generalization**

Comparisons are made using standard and non-standard units of measure.

##### **Concepts**

units of measure  
length

##### **Strand 3: Data Generalization**

Charts and graphs represent data.

##### **Concepts**

Data  
Charts/Graphs

##### **Strand 4: Money Generalization**

Money measures value.

##### **Concepts**

Currency  
Value  
Trade

#### Guiding Questions

**Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]**

##### Factual:

What does the hour/minute hand on a clock tell us?  
How many minutes are in an hour?  
What does a.m. and p.m. mean? When does a.m. turn to p.m.?  
How many inches are in a foot?  
What are the parts of a graph?  
What are the names of the four coins? What is the value of each?

##### Conceptual:

How can skip counting help you tell time?  
What is the appropriate unit of measurement for this item? Explain.  
How does knowing the difference between a.m. and p.m. help us?  
What different ways can data be displayed?  
How can a different number of coins and combinations equal the same value?

##### Provocative:

What would happen if we didn't have a.m. and p.m.?  
Do graphs make numbers and data easier to understand? Why or why not?  
Is it better to have more or fewer coins to represent the same value? Explain.

#### Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: Mathematics**

**CCSS: Grade 2**

**Measurement & Data**

**2.MD.A. Measure and estimate lengths in standard units.**

2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**2.MD.C. Work with time and money.**

2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

**2.MD.D. Represent and interpret data.**

2.MD.D.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.

**Mathematical Practice**

**MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- identify five minute intervals and quarter past the hour
- identify and record time using a.m. and p.m.
- work with customary units using inches, feet, and yards
- work with metric units using centimeters and meters
- select appropriate tools to measure a given length
- identify picture graphs, bar graphs, and line plots
- identify coins and amounts of money
- solve word problems using money

### Critical Content & Skills

*What students must KNOW and be able to DO*

- **Tell time to the hour and half hour using analog and digital clocks.**
- **Tell and write time using five minute intervals using analog and digital clocks.**
- **Measure lengths using standard measurements (inches, feet, yards, centimeters, and meters).**
- **Create, describe, and interpret picture graphs, bar graph and line plots.**
- **Identify and count combinations of coins.**
- **Solve money word problems involving addition and subtraction of coins.**

### Core Learning Activities

**Tell time to the hour and half hour using analog and digital clocks.**

**Tell and write time using five minute intervals using analog and digital clocks.**

- match analog and digital times
- identify five minute intervals on analog clocks
- write time separating hours and minutes using a colon
- identify a.m. and p.m.

**Measure lengths using standard measurements (inches, feet, yards, centimeters, and meters).**

- use rulers, yard, and meter sticks to measure various lengths

**Create, describe, and interpret picture graphs, bar graph and line plots.**

- collect data
- use data to create picture graph and bar graph
- interpret data to solve simple addition and subtraction problems

**Identify and count combinations of coins. Solve money word problems involving addition and subtraction of coins.**

- use coins to match different values
- identify different combination of coins for a specific value
- solve word problems using the dollar and cent symbols appropriately

### Assessments

[2M2.2.pdf](#)  
[2M4.1.pdf](#)  
[2M4.2.pdf](#)  
[2M6.2.pdf](#)  
[2M8.2.pdf](#)  
[2M9.2.pdf](#)  
[2M11.1.pdf](#)

### Resources

*Professional & Student*  
 Professional & Student  
Student Resources:

- Stepping Stones Student Journal
- Stepping Stones Number Case

2M11.2.pdf

- materials:
  - Clocks
  - coins
  - play money
  - variety of classroom objects to measure
  - metric & customary rulers
  - string
  - Stepping Stones big books - Clowning Around (lesson 6.11), The Tiny Town Train (lesson 8.9)

Professional Resources:

- Stepping Stones pre-test, check-ups, performance tasks, observations and discussions found in the assessment tab of each module

district-approved websites and apps as appropriate including: Freckle Education on-line adaptive math practice

Student Learning Expectation & 21st Century Skills

Information Literacy  
Critical Thinking  
Spoken Communication  
Written Performance

Interdisciplinary Connections

- The Clock Struck One (LA) (Module 2) by Trudy Harris
- Color Clock Wheel (Art) (Module 2)
- Measure plant height (Science) (Module 4)
- Word Search (ELA) (Module 4)
- Word Search (ELA) (Module 9)
- Alexander, Who Used to be Rich Last Sunday by Judith Viorst (Module 11)
- Word Search (ELA) (Module 12)



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# Unit Planner: Subtraction

## Math Grade 2

District Elementary > 2018-2019 > Grade 2 > Mathematics > Math Grade 2 > Week 13 - Week 28

Last Updated: Today by Amy Hiruo

### Subtraction

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here  
Patterns and Equality

#### Generalizations / Enduring Understandings

##### **Strand 1: Fluency Strategies for Subtraction Generalizations**

Subtraction relates to addition.  
Strategies assist in the recall of subtraction facts.

**Concepts**  
strategies  
part-part-total  
subtraction facts

##### **Strand 2: Place Value Strategies for Subtraction Generalizations**

Two- and three-digit numbers can be subtracted using place value.  
A number can be represented in different ways.

**Concepts**  
compose  
decompose  
addition  
subtraction  
comparison

#### Guiding Questions

**Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]**

##### Factual:

What are the parts of a subtraction problem?  
What is a fact family?  
What does it mean to compose and decompose a number?

##### Conceptual:

How can addition help us know we subtracted correctly?  
When would you use subtraction?  
How can different strategies help you subtract?  
How can you compare the value of two or more numbers?

##### Provocative:

How do you know if a problem is about addition or subtraction? Explain.  
Are some strategies more efficient than others? Explain.

#### Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: Mathematics**

## CCSS: Grade 2

### Operations & Algebraic Thinking

#### 2.OA.A. Represent and solve problems involving addition and subtraction.

2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

#### 2.OA.B. Add and subtract within 20.

2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

### Number & Operations in Base Ten

#### 2.NBT.B. Use place value understanding and properties of operations to add and subtract.

2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

### Measurement & Data

#### 2.MD.B. Relate addition and subtraction to length.

2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

### Mathematical Practice

**MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

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MP.3. Construct viable arguments and critique the reasoning of others.

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MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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## Objective(s)

### Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- write addition and subtraction fact families
- fluently recall subtraction facts to 20
- use multiple strategies to solve subtraction problems (think addition, count back, doubles, make ten, count on)
- use two-digit numbers to solve subtraction problems
- use number lines and base ten blocks to solve subtraction problems
- compose and decompose two and three-digit numbers when solving subtraction problems
- Use estimation to solve subtraction word problems

## Critical Content & Skills

*What students must **KNOW**  
and be able to **DO***

- **Use various strategies and models to subtract two and three-digit numbers.**
- **Compose and decompose tens and hundreds when subtracting.**
- **Relate addition and subtraction.**

## Core Learning Activities

**Use various strategies and models to subtract two and three-digit numbers.**

- subtract using hundreds chart
- subtract using number lines
- subtract using base ten blocks

**Compose and decompose tens and hundreds when subtracting.**

- combine and break apart tens and ones using base ten blocks
- use benchmark numbers on number line
- count on or back by tens and ones using hundred chart

**Relate addition and subtraction.**

- practice facts using flash cards
- play games to reinforce facts
- use ten frames to add and subtract

## Assessments

[2M4.1.pdf](#)  
[2M4.2.pdf](#)  
[2M4. PT.pdf](#)  
[2M4. PT Rubric.pdf](#)  
[2M5.2.pdf](#)  
[2M5.1.pdf](#)  
[2M7.1.pdf](#)  
[2M7. PT.pdf](#)  
[2M7. PT Rubric.pdf](#)

## Resources

*Professional & Student*  
Professional & Student

### Student Resources:

- Stepping Stones Student Journal
- Stepping Stones Number Case materials
  - number track

[2M8.1.pdf](#)  
[2M8. PT.pdf](#)  
[2M8. PT Rubric.pdf](#)  
[2M10.1.pdf](#)  
[2M10.2.pdf](#)  
[2M10. PT.pdf](#)  
[2M10. PT Rubric.pdf](#)

- number lines
- number expanders
- hundred chart
- freckle
- Stepping Stone Big Books - [Bears on Buses](#) (lesson 4.1), [Our Sister's Surprise](#) (lesson 4.3), [Joe's Carrots](#), [The Fun Machines](#)

Professional Resource:

- Stepping Stones pre-test, check-ups and performance tasks, observations and discussions found in the assessment tab of each module

district-approved websites and apps as appropriate including

Stepping Stones Math Ed Videos:

- (CLSS) *Using Language Stages to Develop Subtraction Concepts*
- (CSFS) *Teaching the Think Addition Strategy for Subtraction Number Fact(Skip Counting) on a Hundred Board*
- (BHO3) *Using Hands-on Approach to Develop Mental Strategies for Addition*
- (BHO4) *Using a Hands-on Approach to Develop Mental Strategies for Subtraction*
- (SSS3) *Powerful Models to Help Struggling Students: Number Lines*
- (DNL3) *Using Partial and Empty Number Lines to Add and Subtract*

*Math Glossary from CCSS (see [www.corestandards.org/Math/Con...](http://www.corestandards.org/Math/Con...) attachments [Mathematics Glossary Common Core State Standards Initiative.pdf](#) [Mathematics Glossary » Table 1 Common Core State Standards Initiative.pdf](#) [Mathematics Glossary » Table 2 Common Core State Standards Initiative.pdf](#) [Mathematics Glossary » Table 3 Common Core State Standards Initiative.pdf](#))*

Student Learning  
Expectation & 21st  
Century Skills  
[Information Literacy](#)  
[Critical Thinking](#)  
[Spoken Communication](#)  
[Written Performance](#)

Interdisciplinary Connections

- Subtraction Play (Sports & Recreation) (Module 5)
- [The Doorbell Rang](#) by Pat Hutchins (LA)



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# Unit Planner: Geometry

## Math Grade 2

District Elementary > 2018-2019 > Grade 2 > Mathematics > Math Grade 2 > Week 20 - Week 34

Last Updated: Today by Amy Hiruo

### Geometry

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here  
Structure and Spatial Relations

#### Generalizations / Enduring Understandings

##### **Strand 1: 2D Shapes/3D Shapes**

##### **Generalizations**

Attributes define 2D and 3D shapes. Combinations of shapes create composite shapes.

##### **Concepts**

Attributes

Classification

Two-dimensional

Three-dimensional

##### **Strand 2: Fractions**

##### **Generalizations**

Fractions represent equal parts.

##### **Concepts**

Equal parts

Fraction

##### **Strand 3: Area**

##### **Generalizations**

Shapes can be partitioned into equal size parts.

##### **Concepts**

Equal parts

Area

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

##### Factual:

What is a polygon?

What is a polyhedron?

What is a face, vertex, and edge?

##### Conceptual:

Where can we find geometric shapes in the world around us?

How do we apply the use of fractions in everyday life?

How can you represent the same fraction in different ways?

How is area used in our world?

##### Provocative:

Is there only one way to divide a polygon into fractional pieces? Explain.

Does the area of a shape matter? Explain.

#### Standard(s)

Connecticut Core Standards / Content Standards

##### **CCSS: Mathematics**

##### **CCSS: Grade 2**

##### **Geometry**

##### **2.G.A. Reason with shapes and their attributes.**

2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of

them.

2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

### Mathematical Practice

**MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- identify and draw different polygons by comparing their attributes
- identify polyhedrons by their different attributes
- identify and model one-half, one-fourth, and one-third
- identify area by counting unit squares

### Critical Content & Skills

*What students must **KNOW** and be able to **DO***

- **Name attributes of polygons and be able to draw them.**
- **Identify the faces, vertices, and edges on different polyhedrons.**
- **Recognize and divide polygons into one-half, one-fourth, and one-third.**
- **Count square units to determine the area of a shape.**

### Core Learning Activities

**Name attributes of polygons and be able to draw them.**

- use manipulatives as a concrete model (pattern blocks, shape cards, objects in classroom)
- sort and compare shapes
- build polygons using geoboards and elastic bands

**Identify the faces, vertices, and edges on different polyhedrons.**

- find various 3D shapes in classroom
- use geometric solids (3D shapes) to identify faces, vertices and edges
- create shapes using toothpicks and marshmallows

**Recognize and divide polygons into one-half, one-fourth, and one-third.**

- cut shapes into halves and fourths
- fold paper to create fractions

**Count square units to determine the area of a shape.**

- use grid paper to construct shapes and determine their area
- build rectangles with one inch tiles and determine their area

**Assessments**

- [2M7.2.pdf](#)
- [2M11.2.pdf](#)
- [2M12.1.pdf](#)
- [2M12.2.pdf](#)
- [2M12. PT.pdf](#)
- [2M12. PT Rubric.pdf](#)

**Resources**

*Professional & Student*

**Professional and Student**

Student Resources:

Stepping Stones Student Journal  
Stepping Stones Number Case materials: 3d Shape Sets, Pattern Blocks

Stepping Stones big books: The Muddy, Muddy, Mess, Pieces and Parts

Stepping Stones pre-test, check-ups, performance tasks, observations and discussions found in the assessment tab of each module

On-line adaptive math practice: Freckle Education

Professional Resource:

Stepping Stones On-line Lesson Resources

Stepping Stones Math Ed Videos (within each module, select mathematics, then focus for available videos including some model lessons):

- Module 12:
  - (DTF1) *Naming Fractions*
  - (DTF2) *Interpreting Fractions*
  - (DFM1) *An Introduction to Fraction Models*
  - (DFM2) *Analyzing the Set Model of Fractions*
  - (DFM3) *Analyzing the Area Model of Fractions*
  - (DFM4) *Analyzing the Length Model of Fractions*

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

## Interdisciplinary Connections

### Stepping Stones

- Number of sides (Sports and Rec) (Module 7)
- Division Run (Sports and Rec) (Module 12)
- Word Search (Language Arts) (Module 12)
- Use centimeter grid paper to create a robot using polygons and calculating area of robot (Art)



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Collaboration

	Sep				Oct					Nov			Dec			Jan					Feb				Mar				Apr			May					Jun	
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Understanding Place Value	[Shaded bar from Sep 1 to Oct 32]																																					
Multiplication and Division	[Shaded bar from Sep 2 to Jun 38]																																					
Geometry	[Shaded bar from Oct 6 to Jun 38]																																					
Addition and Subtraction	[Shaded bar from Oct 5 to Mar 28]																																					
Measurement and Data	[Shaded bar from Oct 6 to Jun 38]																																					
Fractions	[Shaded bar from Dec 13 to Mar 28]																																					



# Unit Planner: Understanding Place Value

## Math Grade 3

District Elementary > 2018-2019 > Grade 3 > Mathematics > Math Grade 3 > Week 1  
- Week 32

Last Updated: Today by Amy Hiruo

### Understanding Place Value

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### [Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here  
System and Structure

#### Generalizations / Enduring Understandings

##### Strand 1: 3-, 4-, and 5-Digit Numbers

##### Generalizations

Three-, Four- and Five-digit numbers can be compared using place value.

Digits correspond to different values depending on their place in a number.

##### Concepts

- comparison
- number names
- base ten
- rounding

#### Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

##### Factual:

What is the value of each number in a three, four, and five digit number?

##### Conceptual:

What is place value?

How can three-, four-, and five-digit numbers be compared using place value?

How are the values of digits determined?

##### Provocative:

Does rounding help you compare three, four, or five digit numbers? How?

#### Standard(s)

Connecticut Core Standards / Content Standards

##### CCSS: Mathematics

##### CCSS: Grade 3

##### Number & Operations in Base Ten

**3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic.**

3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.

##### Mathematical Practice

**MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Represent three, four, and five digit numbers in models, words, numerals, and expanded form
- Identify and locate three, four, and five digit numbers on a number line
- Compare and order three, four, and five digit numbers
- Round three, four, and five digit numbers

### Critical Content & Skills

*What students must KNOW and be able to DO*

- **Identify the position of a three, four, and five-digit numbers on a number line.**
- **Represent numbers up to 99,999 in a variety of ways.**
- **Compare and order three three, four, and five-digit numbers.**
- **Round numbers to the nearest ten, hundred, thousand, and/or ten thousand.**

### Core Learning Activities

**Identify the position of a three, four, and five-digit number on a number line.**

- use number lines to locate numbers

**Represent numbers up to 99,999 in a variety of ways.**

- use base ten blocks
- use base ten picture cards
- use three, four, and five-digit numeral expander

**Compare and order three three, four, and five-digit numbers.**

- use three, four, and five digit mix and match cards
- use clothespins marked with multiples of one hundred up to nine hundred to be attached to rope to make a large scale classroom number line
- create a "human" number line using numeral cards

**Round up to five-digit numbers to the nearest ten, hundred, and/or thousand.**

- use number lines to locate benchmark numbers

## Assessments

### Summative: Other written assessments

[3m3PT and Rubric.pdf](#)

[3M3.2.pdf](#)

[3m11.1.pdf](#)

## Resources

*Professional & Student*

*Professional and Student*

### **Student Resources**

Stepping Stones Student Journal

Stepping Stones Number Case

**Stepping Stones Fundamentals Games:** Going Great, Make the Greatest, High Score, Near-A-Hundred and Near-A-Ten

**Stepping Stones Pretest, Check-ups, and Performance Tasks are found in the assessment tab of each module**

**District approved websites and apps as needed**

### **Professional Resources**

Stepping Stones Online Resources

**Stepping Stones Math Ed Videos** (within each module, select mathematics, then focus for available videos including some model lessons):

- Module 3:CNL 1 Introduction to Number Lines

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

## Interdisciplinary Connections

**Stepping Stones: (More math ---> Cross-curricula links)**

- Number Movers (Module 1): sports and recreation activity
- The Game of Panda (Module 1): social studies
- Game Maker (Module 3): technology
- Ancient Greek Dust Board (Module 11): social studies
- More Money (Module 11): sports and recreation



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# Unit Planner: Multiplication and Division

## Math Grade 3

District Elementary > 2018-2019 > Grade 3 > Mathematics > Math Grade 3 > Week 3  
- Week 38

Last Updated: Today by Amy Hiruo

### Multiplication and Division

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here  
Patterns

#### Generalizations / Enduring Understandings

##### **Strand 1: Fluency Strategies for Multiplication Generalizations**

Strategies assist in the recall of multiplication facts.

##### **Concepts**

- Strategies
- Multiplication facts

##### **Strand 2: Order of Operations Generalizations**

Properties of operations facilitate multiplication and division.

##### **Concepts**

- strategies
- multiplication
- division
- Distributive Property
- Associative Property
- Commutative Property

##### **Strand 3: Connecting Multiplication and Division Generalizations**

Division relates to multiplication.

Strategies assist in the recall of division facts.

##### **Concepts**

- strategies
- fact families

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

##### **Factual:**

- What is the symbol for multiplication?
- What are the symbols for division?
- What is a fact family for multiplication and division?

##### **Conceptual:**

- What is multiplication?
- What is division?
- What are the multiplication strategies?
- What are the division strategies?
- How are repeated addition and multiplication related?
- How are repeated subtraction and division related?
- How are multiplication and division related?
- Does the order matter when solving a multi-operational problem?
- What is the distributive property?
- What is the associative property?
- What is the commutative property?

##### **Provocative:**

- Can strategies be used to recall multiplication facts? Explain
- Can strategies be used to recall division facts? Explain.
- Why is having the order of operations important? Explain

## Standard(s)

Connecticut Core Standards / Content Standards

### CCSS: Mathematics

#### CCSS: Grade 3

---

#### Operations & Algebraic Thinking

##### **3.OA.A. Represent and solve problems involving multiplication and division.**

3.OA.A.1. Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.

3.OA.A.2. Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

3.OA.A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

##### **3.OA.B. Understand properties of multiplication and the relationship between multiplication and division.**

3.OA.B.5. Apply properties of operations as strategies to multiply and divide.

3.OA.B.6. Understand division as an unknown-factor problem.

##### **3.OA.C. Multiply and divide within 100.**

3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

##### **3.OA.D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

#### Number & Operations in Base Ten

##### **3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic.**

3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

#### Mathematical Practice

**MP.**The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

- Understand multiplication and division symbols
- Use turnaround ideas with arrays
- Use strategies to understand multiplication and division facts 0-10
- Introduce multiplication facts 0-10
- Introduce division facts 0-10
- Solve word problems involving multiplication and division
- Extend known facts for multiplication
- Use the distributive property with two digits numbers (partial products)
- Use the associative property with two digit numbers (double and half)
- Investigate order with multiple operations
- Write equations to match two step word problems

### Critical Content & Skills

*What students must **KNOW** and be able to **DO***

- **Represent multiplication and division with an array.**
- **Solve word problems involving multiple operations.**
- **Understand how the commutative, associative and distributive properties of multiplication work.**
- **Solve multiplication and division facts 0-10.**
- **Use strategies to solve multiplication and division problems.**
- **Identify multiplication and division patterns.**

### Core Learning Activities

**Represent multiplication and division with an array.**

- use color tiles or connecting cubes to make a variety of arrays
- read One Hundred Hungry Ants by Elinor J. Pinczes and have students construct arrays to match the story
- create arrays using grid paper
- play Roll a Rectangle using dice and grid paper

**Solve word problems involving multiple operations.**

- Understand the relationship between multiplication and division.

- use objects to represent problems
- draw pictures to represent problems
- use charts to show multiple representations of problems

**Understand how the Commutative, Associative and Distributive Properties of multiplication work.**

- draw arrays on grid paper to show commutative property
- use double-and-half strategy to solve two-digit x one-digit problems

**Solve multiplication and division facts 0-10.**

**Use strategies to solve multiplication and division problems.**

**Identify multiplication and division patterns.**

**Understand the relationship between multiplication and division.**

- use share mats to represent facts
- use array cards to practice solving facts
- play games to increase understanding and fluency of multiplication and division
- use charts to show multiple representations of problems

**Assessments**

- [3 M1.1.pdf](#)
- [3 M1.2.pdf](#)
- [3 M1 PT.pdf](#)
- [G3 M1 PT Rubric.pdf](#)
- [3 M3.1.pdf](#)
- [3 M4.1.pdf](#)
- [3 M4.2.pdf](#)
- [3 M4 PT.pdf](#)
- [3 M4 PT Rubric.pdf](#)
- [3 M5.1.pdf](#)
- [3 M6.1.pdf](#)
- [3 M6 PT.pdf](#)
- [3 M6 PT Rubric.pdf](#)
- [3 M7.1.pdf](#)
- [3 M8.1.pdf](#)
- [3 M10.1.pdf](#)
- [3 M12.1.pdf](#)

**Resources**

*Professional & Student*  
*Professional and Student*

**Student Resources**

**Stepping Stones Student Journal**

**Stepping Stones Fundamentals Games:**

Do the Ds, Double Double, It's a Fact, Pick a Product, That's a Fact, Use a Tens Fact, Division Dash, Division Detour, Doing Division, This I know

Stepping Stones Number Case

District approved websites and apps as needed

Stepping Stones Pretest, Check-ups, and Performance Tasks are found in the assessment tab of each module

**Professional Resources:**

Stepping Stones Online Resource

**Stepping Stones Math Ed Videos** (within each module, select mathematics, then focus for available videos including some model lessons)

- Module 3



- (CIMF) Introduction to teaching multiplication number facts
- (CLSM) Using language stages to develop multiplication concepts
- (CMS1) Teaching the "Use Ten" strategy for multiplication number facts (x five)
- (CMS2) Teaching the doubling strategy for multiplication number facts (x 2, x 4, x 8)
- (CMS3) teaching the "Build Up/Build Down" strategy for multiplication number facts (x 6 and x 9)
- (DCM1) Exploring the comparison model of multiplication

Student Learning Expectation & 21st Century Skills

Information Literacy  
Critical Thinking  
Spoken Communication  
Written Performance

Interdisciplinary Connections

**Stepping Stones: (More math ----> Cross-curricula links)**

- Numeral Search (Module 1): language arts and literature
- Number Jump (Module 3): sports and recreation
- Multiplication Relay Race (Module 5): sports and recreation
- Egyptian Multiplication (Module 6): social studies
- Multiplication Puzzle (Module 7): language arts and literature
- Word Search (Module 8): language arts and literature
- Number Movers (Module 10): sports and recreation
- Story Writing (Module 12): language arts and literature





# Unit Planner: Geometry

## Math Grade 3

District Elementary > 2018-2019 > Grade 3 > Mathematics > Math Grade 3 > Week 6  
- Week 38

Last Updated: Today by Amy Hiruo

### Geometry

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### [Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*  
Structure and Spatial Relationships

#### Generalizations / Enduring Understandings

##### **Strand 1: 2D Shapes/3D Shapes**

##### **Generalizations**

Attributes define 2D and 3D shapes.

##### **Concepts**

- attributes
- classification
- two-dimensional
- three-dimensional

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

##### **Factual:**

- What are attributes of a 2-D shapes?
- What are attributes of a 3-D shapes?

##### **Conceptual:**

- What are the differences between 2-D and 3-D shapes?
- What are the similarities between 2-D and 3-D shapes?

##### **Provocative:**

- Can a shape fit into more than one category? Explain.

#### Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: Grade 3**

##### **Geometry**

##### **3.G.A. Reason with shapes and their attributes.**

3.G.A.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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#### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Explore quadrilaterals (rectangles, rhombuses)
- Explore the relationship between 2-D shapes
- Describe quadrilaterals using attributes

## Critical Content & Skills

What students must **KNOW** and be able to **DO**

- **Identify quadrilaterals.**
- **Explain relationship between rectangles and rhombuses.**
- **Categorize quadrilaterals.**

## Core Learning Activities

### Identify quadrilaterals.

- count sides of pattern blocks to identify quadrilaterals
- sort shape cards by number of sides
- use geoboards to construct quadrilaterals

### Explain relationship between rectangles and rhombuses.

- sort shape cards by length of sides
- categorize shapes using Venn diagrams
- use geoboards to construct rectangles and rhombuses

### Categorize quadrilaterals.

- categorize shapes using Venn diagrams
- sort shape cards by length of sides and by angles

## Assessments

[3 M2.2.pdf](#)

[3 M12.2.pdf](#)

[3 M12 PT.pdf](#)

[3 M12 PT Rubric.pdf](#)

## Resources

*Professional & Student*

*Professional and Student*

### Student Resources

Stepping Stones Student Journal

Stepping Stones Number Case

District approved websites and apps as needed

Stepping Stones Pretest, Check-ups, and Performance Tasks are found in the assessment tab of each module

### Professional Resources:

Stepping Stones Online Resources

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

## Interdisciplinary Connections

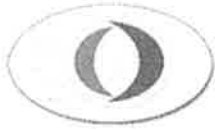
Stepping Stones: (More math ---> Cross-curricula links)

- Painting Pictures (Module 2): music and art



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# Unit Planner: Addition and Subtraction Math Grade 3

District Elementary > 2018-2019 > Grade 3 > Mathematics > Math Grade 3 > Week 5  
- Week 27

Last Updated: Today by Amy Hiruo

## Addition and Subtraction

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here  
Patterns and Equality

#### Generalizations / Enduring Understandings

##### **Strand 1: Place Value Strategies for Addition and Subtraction**

##### **Generalizations**

Numbers can be added and subtracted using place value.

##### **Concepts**

- place value
- two- and three- and four-digit numbers
- addition
- subtraction
- models: number line and standard algorithm

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

##### **Factual:**

What is subtraction?  
What is addition?

##### **Conceptual:**

Why is place value important when adding and/or subtracting two- and three- and four-digit numbers?  
How are addition and subtraction related?  
How are the standard algorithm and the number line similar?  
How are the standard algorithm and the number line different?  
How do you know when you need to regroup in addition and subtraction?

##### **Provocative:**

Is it important to be able to use more than one strategy for addition and subtraction? Why?

#### Standard(s)

Connecticut Core Standards / Content Standards

##### **CCSS: Mathematics**

##### **CCSS: Grade 3**

##### **Number & Operations in Base Ten**

**3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic.**

3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

##### **Mathematical Practice**

**MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Solve addition and subtraction word problems
- Identify addition and subtraction patterns
- Use a strategy to add and subtract two and three digit numbers (with composing and decomposing)
- Make addition and subtraction estimates
- Recognize and use the standard algorithm for addition and subtraction with two and three digit numbers (with and without composing)
- Use different strategies for adding and subtracting two and three digit numbers

Critical Content & Skills

*What students must **KNOW and be able to DO***

- **Use different strategies for adding and subtracting two and three-digit numbers.**

Core Learning Activities

**Use different strategies for adding and subtracting two and-three digit numbers.**

- Use base-ten blocks to solve addition and subtraction problems
- Use count-back, count-on and find-a-benchmark strategies on number line model add and subtract
- use standard algorithm to add and subtract once conceptual understanding is solidified (by using visual models)

Assessments

3 M2.1.pdf

Resources

*Professional & Student*

[3 M5.2.pdf](#)  
[3 M5 PT.pdf](#)  
[3 M5 PT Rubric.pdf](#)  
[3 M7.2.pdf](#)  
[3 M7 PT.pdf](#)  
[3 M7 PT Rubric.pdf](#)  
[3 M9.1.pdf](#)

*Professional and Student*

### **Student Resources**

Stepping Stones Student Journal

**Stepping Stones Fundamentals Games:** Add Three, Add the Tens, Adding On, Adding Tens, Addition Fun, In the 90s, Using Doubles, Difference Decision, Digit Difference, Doing the Difference, Over the Edge, Pick and Choose, Pick and Choose Again

Stepping Stones Number Case

Stepping Stones Pretest, Check-ups, and Performance Tasks are found in the assessment tab of each module

District approved websites and apps as needed

### **Professional Resources:**

Stepping Stones Online Resources

**Stepping Stones Math Ed Videos** (within each module, select mathematics, then focus for available videos including some model lessons)

- BHO3: Using a hands on approach to develop mental strategies for addition
- BMSA: Comparing mental strategies: addition
- CAP1: Using active problems to relate additions and subtraction and introduce functions
- CSFS: teaching the "Think Addition" strategy for subtraction number facts
- CSP1: Using static problems to relate addition and subtraction and introduce equality

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)  
[Critical Thinking](#)  
[Spoken Communication](#)  
[Written Performance](#)

Interdisciplinary Connections

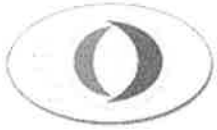
### **Stepping Stones: (More math ---> Cross-curricula links)**

- Word Search (Module 2): language arts and literature
- Working with Egyptian Numbers (Module 5): social studies
- Abacus Versus Algorithm (Module 7): social studies
- Difference Detectives (Module 9): technology



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# Unit Planner: Measurement and Data Math Grade 3

District Elementary > 2018-2019 > Grade 3 > Mathematics > Math Grade 3 > Week 6  
- Week 38

Last Updated: Today by Amy Hiruo

## Measurement and Data

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### [Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*  
Process and Communication

#### Generalizations / Enduring Understandings

##### **Strand 1: Time**

##### **Generalization**

Time is measured in intervals and sequence.

##### **Concepts**

- time
- clocks
- sequence
- intervals

##### **Strand 2: Data**

##### **Generalization**

Charts and graphs represent data.

##### **Concepts**

- data
- charts/graphs
- scale

##### **Strand 3: Area and Perimeter**

##### **Generalization**

Squared units measure area.  
Linear units measure perimeter.

##### **Concepts**

- measurement
- multiplication
- addition

##### **Strand 4: Mass and Capacity**

##### **Generalization**

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

##### **Factual:**

How are the numbers on a clock spaced?  
How many minutes are in an hour?  
How many hours are in a day?  
What do charts and graphs show?  
What is area?  
What is perimeter?  
What is mass?  
What is capacity?

##### **Conceptual:**

What activities take approximately one minute?  
What activities take approximately one hour?  
How can you figure out how much time has passed between two events?  
Why would you use charts and/or graphs to show information?  
How is area measured?  
How is perimeter measured?  
What is the difference between area and perimeter (squared units and linear units) ?  
What operations are used to solve perimeter?  
What operations are used to solve area?  
What happens when your units of measure change?  
How is mass measured?  
How is capacity measured?  
In what ways can we determine the mass of an object?  
How are units in the same system of measurement related?

##### **Provocative:**

Can number lines help you tell time? Explain.  
How do you decide which graph to use to display information?

Comparisons are made using standard units of measure.  
Units of measurement identify mass and capacity.

### Concepts

- comparison
- measurement
- mass
- capacity

Can multiple shapes with the same perimeter have different areas? Explain.  
How do you decide which unit of measure is most appropriate to use?

### Standard(s)

*Connecticut Core Standards / Content Standards*

#### **CCSS: Mathematics**

#### **CCSS: Grade 3**

#### **Measurement & Data**

#### **3.MD.A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**

3.MD.A.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

#### **3.MD.B. Represent and interpret data.**

3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

#### **3.MD.C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**

3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.C.5a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

3.MD.C.5b. A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.

3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.C.7. Relate area to the operations of multiplication and addition.

3.MD.C.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in



mathematical reasoning.

3.MD.C.7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.

3.MD.C.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

**3.MD.D. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

3.MD.D.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

## Geometry

**3.G.A. Reason with shapes and their attributes.**

3.G.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

## Mathematical Practice

**MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

### Time:

- Identify time to the minute (analog and digital clocks)
- Identify times to and past the hour (analog and digital clocks)
- Read times in different ways

- Measure intervals in time
- Solve time word problems

**Data:**

- Create, describe and interpret picture and bar graphs and line plots
- Solve data word problems

**Area/Perimeter:**

- Identify the total number of unit squares as the area of a shape
- Calculate the area of rectangles using customary and metric units
- Calculate the area of rectangles using multiplication and/or addition
- Decompose composite shape to calculate area
- Compare the area and perimeter of rectangles
- Calculate the perimeter of polygons and irregular polygons
- Solve area and perimeter word problems

**Capacity/Mass:**

- Estimate and measure capacity using gallons, quarts, pints, and cups
- Estimate and measure capacity using liter and parts of a liter
- Identify and measure kilograms and fractions of a kilogram (gram)
- Solve capacity and mass word problems

**Critical Content & Skills**

*What students must **KNOW** and be able to **DO***

- Time

**Read and tell time.  
Solve time word problems.**

- Data

**Create, describe and interpret picture and bar graphs and line plots.  
Solve data word problem.**

- Area/Perimeter

**Calculate the area and perimeter of a variety of 2-D shapes.  
Solve area and perimeter word problems.**

- Capacity/Mass

**Core Learning Activities**

Time

**Read and tell time.  
Solve time word problems.**

- use model clocks to model times
- use model clocks to calculate elapsed time
- use schedules and time-tables to calculate elapsed time

Data

**Create, describe and interpret picture and bar graphs and line plots.  
Solve data word problems.**

- use templates to create bar and picture graphs and line plots.
- collect data to create bar and picture graphs and line plots.

Area/Perimeter

**Calculate the area and perimeter of a variety of 2-D shapes.  
Solve area and perimeter word problems.**

- use pattern blocks to calculate area and

**Estimate and measure capacity and mass using customary and metric units.  
Solve capacity and mass word problems.**

- perimeter of objects
- use color tiles to calculate area and perimeter of objects
- use grid paper to determine area and perimeter of shapes
- calculate all possible dimensions of a rectangle given its area
- join arrays to create composite shapes and calculate their area and perimeter
- model representations to solve area and perimeter word problems

#### **Capacity/Mass**

**Estimate and measure capacity and mass using customary and metric units.  
Solve capacity and mass word problems.**

- predict the capacity of various containers after filling half with sand or rice
- use a balance and mass pieces to calculate the mass of various objects
- model representations to solve area and perimeter word problems

#### Assessments

[3 M2.2.pdf](#)  
[3 M2 PT.pdf](#)  
[3 M2 PT Rubric.pdf](#)  
[3 M6.2.pdf](#)  
[3 M8.2.pdf](#)  
[3 M8 PT.pdf](#)  
[3 M8 PT Rubric.pdf](#)  
[3 M10.2.pdf](#)  
[3 M10 PT.pdf](#)  
[3 M10 PT Rubric.pdf](#)  
[3 M11.1.pdf](#)  
[3 M12.2.pdf](#)  
[3 M12 PT.pdf](#)  
[3 M12 PT Rubric.pdf](#)

#### Resources

*Professional & Student  
Professional and Student*

#### **Student Resources**

Stepping Stones Student Journal

Stepping Stones Number Case

District approved websites and apps as needed

Stepping Stones Pretest, Check-ups, and Performance Tasks are found in the assessment tab of each module

#### **Professional Resources:**

Stepping Stones Online Resources

#### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)  
[Critical Thinking](#)  
[Spoken Communication](#)  
[Written Performance](#)

#### Interdisciplinary Connections

#### **Stepping Stones: (More math ---> Cross-curricula links)**

- Investigating Motion (Module 6): science
- [Lemonade for Sale](#) by Tricia Tusa (Module 6): language arts and literature
- Capacity Relay (Module 8): sports and recreation
- Word Search (Module 10): language arts and literature
- Biggest Homes (Module 10): social studies



# Unit Planner: Fractions Math Grade 3

District Elementary > 2018-2019 > Grade 3 > Mathematics > Math Grade 3 > Week 13 - Week 27

Last Updated: Today by Amy Hiruo

## Fractions

Bracksieck, Jill; Connors, Jenna; Feda, Kristine; Hiruo, Amy; Pierce, Chrissie

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here  
Relationships

#### Generalizations / Enduring Understandings

##### **Strand 1: Representing Fractions Generalization**

Fractions represent part of a whole.

##### **Concepts**

- equivalence
- unit fraction

##### **Strand 2: Comparing Fractions**

##### **Generalization**

Fractions can be compared using a visual model.  
Fractions of a whole can be compared.

##### **Concepts**

- comparison
- numerator
- denominator
- models

#### Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

##### **Factual:**

What is a fraction?  
What is a numerator?  
What is a denominator?  
What is a proper fraction?  
What is an improper fraction?  
How can you compare fractions?

##### **Conceptual:**

What are the different models that can be used to represent a fraction? Explain.  
How is division related to fractions?  
How can a number line be used to model fractions? Explain.

##### **Provocative:**

What relationships can be discovered about fractions? Explain.

#### Standard(s)

Connecticut Core Standards / Content Standards

##### **CCSS: Mathematics**

##### **CCSS: Grade 3**

##### **Number & Operations—Fractions**

##### **3.NF.A. Develop understanding of fractions as numbers.**

3.NF.A.1. Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

3.NF.A.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.NF.A.2a. Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and



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partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.

3.NF.A.2b. Represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

3.NF.A.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.NF.A.3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.A.3b. Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.

3.NF.A.3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

3.NF.A.3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or

### Mathematical Practice

**MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.**

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

- Represent fractions (area, length, and number line models)
- Identify common fractions less than and greater than one whole
- Count common fractions beyond one whole
- Identify equivalent fractions less than one whole
- Explore improper fractions
- Represent whole numbers as common fractions

- Compare fractions using (length, and number line models)
- Compare fractions with the same denominator or same numerator (number line model)
- Solve common fraction comparison word problems

### Critical Content & Skills

*What students must **KNOW** and be able to **DO***

- **Represent fractions using area and linear models.**
- **Recognize and represent equivalent fractions.**
- **Compare fractions using area and linear models.**

### Core Learning Activities

#### **Represent fractions using area and linear models.**

- use fraction strips, circles and pattern blocks to represent fractions
- create fractions using counters/cubes
- locate fractions on a number line

#### **Recognize and represent equivalent fractions.**

- play matching games using fraction cards
- build equivalent fractions using pattern blocks and fractions strips and circles
- identify equal fractions on a number line

#### **Compare fractions using area and linear models.**

- create fraction charts to use for comparing fractions
- play comparison games using fraction cards
- identify fractions on a number line in order to compare them

### Assessments

- [3 M4.2.pdf](#)
- [3 M8.1.pdf](#)
- [3 M8.2.pdf](#)
- [3 M9.2.pdf](#)
- [3 M9 PT.pdf](#)
- [3 M9 PT Rubric.pdf](#)

### Resources

*Professional & Student*  
*Professional and Student*

#### Student Resources

Stepping Stones Student Journal  
**Stepping Stones Fundamentals Games:** Fraction Facts and Make One

Stepping Stones Number Case

District approved websites and apps as needed

Stepping Stones Pretest, Check-ups, and Performance Tasks are found in the assessment tab of each module

#### Professional Resources

Stepping Stones Online Resources

#### **Stepping Stones Math Ed Videos:**

- (DAF1) Adding and subtracting common fractions: same denominators
- (DCF1) Comparing common fractions
- (DEF1) An introduction to equivalent fractions
- (DEF2) Teaching equivalent fractions
- (DFM1) Introduction to fraction models
- (DFM2) Analyzing the set model of fractions
- (DFM3) Analyzing the area model of fractions

(DFM4) Analyzing the length model of fractions  
(DFM5) Analyzing the number line model of fractions  
(DTF1) Naming fractions  
(DTF2) Interpreting fractions

Student Learning Expectation & 21st Century Skills

Information Literacy  
Critical Thinking  
Spoken Communication  
Written Performance

Interdisciplinary Connections

**Stepping Stones: (More math ---> Cross-curricula links)**

- Word Search (Module 4): language arts and literature
- Word Search (Module 8): language arts and literature
- Eye of Horus (Module 8): social studies
- Capacity Relay (Module 8): sports and recreation
- Egyptian Fractions (Module 9) social studies
- Compare the Fractions (Module 9): sports and recreation



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**NEWTOWN PUBLIC SCHOOLS  
BUSINESS OFFICE**

**MEMORANDUM**

**DATE:** April 4, 2019  
**TO:** Board of Education  
**FROM:** Ron Bienkowski, Director of Business  
**SUBJECT:** School Lunch Program for 2019-2020

---

Two Board actions are required at this time to address continuing food service operations for next year.

The first is a renewal of the contract for provision of services to Whitsons and the second is to approve a lunch price increase to keep the overall combined program in a marginally profitable condition.

The BOE CIP/Finance/Facilities Committee reviewed these items at their March 20<sup>th</sup> meeting and endorsed a continuation of Whitsons (4<sup>th</sup> year) and a \$0.25¢ across the board price increase. Prices have been constant for the past four years. As food, labor and operating costs have increased over this period, the effect of this level pricing has become evident in this year's projected operating results. A significant impact to the next several years of operations will be the effect of the proposed minimum wage rate for the State of Connecticut.

John Prunier and the local Whitsons team will be present at the Board meeting to review these impacts and provide answers to any of your questions and concerns.

Attached to this memorandum are several schedules to aid in this decision.

As way of background all schools except the High School are operated under the rules and regulations of the NSLP (National School Lunch Program). This participation entitles us to Federal and State reimbursements based on the number of Type-A meals served and free and reduced meals, approximately \$180,415. Participation further allows us to participate in the DOD (Department of Defense) vegetable and food commodities program, at an approximate value of \$61,931.

The two operations, NSLP schools and the High School, 'together' are expected to be self-sustaining. The costs to run the Elementary, Intermediate, and Middle Schools exceed the generated revenue, whereas the High School because of its profitability, supports those operations. The attached school year 2019-2020 Cafeteria Budget Schedule demonstrates this result.

Note on the schedule the current year combined was expected to provide a \$6,062 profit (2<sup>nd</sup> column bottom line) while the projections (at this time) is estimating a \$38,554 loss. These two numbers combined equal \$44,616 off target, which according to the contract in place will be absorbed by Whitsons reducing their administrative and management fees, thereby holding the district harmless.

This schedule presents a budget for 2019-2020 projecting a \$33,354 loss if prices are held constant. Continuing on this schedule are columns presenting the effects of price increases at three levels. The \$0.25¢ (across the board) level is what has been recommended to cover the increasing costs and also to provide support moving into the 2020-2021 year which will have continuing labor pressures due to the minimum wage phase-in.

The two operations are covered by two separate Amendments. (also attached)

There are other pressures and legislative proposals that may further impact school lunch operations that are not accounted for in this budget. The current proposal to ban the use of plastic straws is estimated to cost \$2,838 for replacement with paper straws. Should we consider elimination of Styro Trays with Compostable Trays, the added cost for that replacement is estimated to be \$12,291.

It is our hope to not have to raise prices moving into the fifth and final year of this contract.

There will be a motion to approve the continuation of Whitsons as the district food service provider for the 2019-2020 school year via a contract amendment as approved by the CT State Department of Education, and a second motion to approve a \$0.25¢ across the board increase on school lunch prices.

cc: Dr. Lorrie Rodrigue, Superintendent of Schools

**Newtown Elementary - NSLP  
SY 2019 -2020 Cafeteria Budget**

	2018-2019		2019-2020 Budget			Rationale	\$0.20	\$0.25	\$0.50
	Budget	Projection	District	Catering	Combined				
Type A Breakfast	\$1,921	\$676	\$761	\$0	\$761		\$830	\$848	\$934
Type A Lunch	\$479,153	\$459,823	\$469,980	\$0	\$469,980		\$501,425	\$509,286	\$548,592
Alacarte	\$312,149	\$320,069	\$330,842	\$0	\$330,842	Includes full meals	\$330,842	\$330,842	\$330,842
Adult Sales	\$12,501	\$9,449	\$9,227	\$0	\$9,227	Flat	\$9,227	\$9,227	\$9,227
Federal /State Reimbursements	\$141,676	\$162,909	\$168,936	\$0	\$168,936		\$168,936	\$168,936	\$168,936
Additional .06 Cent reimbursement	\$11,177	\$11,193	\$11,479	\$0	\$11,479		\$11,479	\$11,479	\$11,479
Catering	\$499	\$75	\$0	\$0	\$0	Historical	\$0	\$0	\$0
<b>Total Sales</b>	<b>\$959,076</b>	<b>\$964,194</b>	<b>\$991,225</b>	<b>\$0</b>	<b>\$991,225</b>		<b>\$1,022,739</b>	<b>\$1,030,618</b>	<b>\$1,070,010</b>
Total Food Cost	\$265,796	\$281,433	\$286,785	\$0	\$286,785	1.7% Increase	\$286,785	\$286,785	\$286,785
Paper/Cleaning Cost	\$26,321	\$26,734	\$26,922	\$0	\$26,922	Decreasing	\$26,922	\$26,922	\$26,922
Whitsons Payroll	\$551,753	\$552,647	\$561,988	\$0	\$561,988	3% Increase, Benefits, Min Wage	\$561,988	\$561,988	\$561,988
District Payroll	\$26,092	\$26,567	\$27,165	\$0	\$27,165	Using 2.25%	\$27,165	\$27,165	\$27,165
<b>Total Cost of Sales</b>	<b>\$869,962</b>	<b>\$887,381</b>	<b>\$902,860</b>	<b>\$0</b>	<b>\$902,860</b>		<b>\$902,860</b>	<b>\$902,860</b>	<b>\$902,860</b>
<b>Gross Profit</b>	<b>\$89,114</b>	<b>\$76,813</b>	<b>\$88,365</b>	<b>\$0</b>	<b>\$88,365</b>		<b>\$119,879</b>	<b>\$127,758</b>	<b>\$167,150</b>
Other Expenses	\$59,238	\$55,067	\$60,189	\$0	\$60,189		\$60,189	\$60,189	\$60,189
Adm Exp	\$89,790	\$89,790	\$91,585	\$0	\$91,585	2.0% (Need Correct CPI)	\$91,585	\$91,585	\$91,585
Mgt Fee	\$22,450	\$22,448	\$22,897	\$0	\$22,897	2.0% (Need Correct CPI)	\$22,897	\$22,897	\$22,897
<b>Total Other Expenses</b>	<b>\$171,478</b>	<b>\$167,305</b>	<b>\$174,671</b>	<b>\$0</b>	<b>\$174,671</b>		<b>\$174,671</b>	<b>\$174,671</b>	<b>\$174,671</b>
Return To District	(\$82,364)	(\$90,492)	(\$86,306)	\$0	(\$86,306)		(\$54,792)	(\$46,914)	(\$7,521)
<b>18-19 Student Meal Price</b>	<b>Hawley, Head O Meadow, Sandy Hook, Middle Gate</b>			<b>\$ 2.85</b>	<b>19-20 Proposed</b>	<b>\$ 3.05</b>	<b>\$ 3.10</b>	<b>\$ 3.35</b>	
<b>18-19 Student Meal Price</b>	<b>Middle School, Reed Intermediate</b>			<b>\$ 3.10</b>	<b>19-20 Proposed</b>	<b>\$ 3.30</b>	<b>\$ 3.35</b>	<b>\$ 3.60</b>	

**Newtown High School  
SY 2019 -2020 Cafeteria Budget**

	2018-2019		2019-2020 Budget			Rationale	\$0.20	\$0.25	\$0.50
	Budget	Projection	District	Catering	Combined				
Type A Breakfast	\$0	\$0	\$0	\$0	\$0	Full Component Meals	\$1,576	\$1,970	\$3,939
Type A Lunch	\$0	\$0	\$0	\$0	\$0	Full Component Meals	\$11,544	\$14,430	\$28,860
Alacarte	\$718,290	\$712,648	\$726,811	\$0	\$726,811	Includes full meals	\$726,811	\$726,811	\$726,811
Adult Sales	\$10,796	\$10,789	\$10,581	\$0	\$10,581	Flat	\$10,581	\$10,581	\$10,581
Federal /State Reimbursements	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0
Additional .06 Cent reimbursement	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0
Catering	\$16,090	\$17,736	\$0	\$14,520	\$14,520	Historical	\$14,520	\$14,520	\$14,520
Vending Commission	\$2,296	\$1,563	\$2,205	\$0	\$2,205		\$2,205	\$2,205	\$2,205
<b>Total Sales</b>	<b>\$747,472</b>	<b>\$742,736</b>	<b>\$739,597</b>	<b>\$14,520</b>	<b>\$754,117</b>		<b>\$767,237</b>	<b>\$770,517</b>	<b>\$786,916</b>
Total Food Cost	\$288,793	\$309,335	\$301,195	\$5,782	\$306,977	Free/Red meals increase	\$306,977	\$306,977	\$306,977
Paper/Cleaning Cost	\$16,865	\$19,456	\$17,889	\$352	\$18,241	Using Current Year Trend	\$18,241	\$18,241	\$18,241
Whitsons Payroll	\$275,837	\$282,053	\$292,449	\$0	\$292,449	3% Increase, Benefits, Min Wage	\$292,449	\$292,449	\$292,449
District Payroll	\$20,103	\$20,769	\$21,294	\$0	\$21,294	Using 2.25% Increase	\$21,294	\$21,294	\$21,294
<b>Total Cost of Sales</b>	<b>\$601,598</b>	<b>\$631,613</b>	<b>\$632,827</b>	<b>\$6,134</b>	<b>\$638,961</b>		<b>\$638,961</b>	<b>\$638,961</b>	<b>\$638,961</b>
<b>Gross Profit</b>	<b>\$145,874</b>	<b>\$111,123</b>	<b>\$106,770</b>	<b>\$8,386</b>	<b>\$115,156</b>		<b>\$128,276</b>	<b>\$131,556</b>	<b>\$147,955</b>
Other Expenses	\$38,748	\$40,479	\$43,123	\$0	\$43,123		\$43,123	\$43,123	\$43,123
Adm Exp	\$14,960	\$14,966	\$15,265	\$0	\$15,265	2.0% (Need Correct CPI)	\$15,265	\$15,265	\$15,265
Mgt Fee	\$3,740	\$3,740	\$3,816	\$0	\$3,816	2.0% (Need Correct CPI)	\$3,816	\$3,816	\$3,816
<b>Total Other Expenses</b>	<b>\$57,448</b>	<b>\$59,185</b>	<b>\$62,204</b>	<b>\$0</b>	<b>\$62,204</b>		<b>\$62,204</b>	<b>\$62,204</b>	<b>\$62,204</b>
Return To District	\$88,426	\$51,938	\$44,566	\$8,386	\$52,952		\$66,072	\$69,352	\$85,751
<b>18-19 Student Meal Price</b>				<b>\$3.35/\$4.25</b>	<b>19-20 Proposed</b>	<b>\$3.55/\$4.45</b>	<b>\$3.60/\$4.50</b>	<b>\$3.85/\$4.75</b>	

<b>Combined Return To District</b>	<b>\$6,062</b>	<b>(\$38,554)</b>	<b>(\$41,740)</b>	<b>\$8,386</b>	<b>(\$33,354)</b>	<b>\$11,280</b>	<b>\$22,438</b>	<b>\$78,230</b>
	<i>per contract</i>	<i>expected</i>			<i>with no price increase</i>		<i>Recommended</i>	

- Newtown Public Schools
- History of Student Meal Price Increases 2004-Present

	Newtown Elementary Schools	Reed Intermediate / Newtown Middle School	Newtown High School	Breakfast	Year-over-year Difference in Meal Price
<b>2004-05</b>	\$1.90	\$2.05	\$2.10	\$1.50	
<b>2005-06</b>	\$1.90	\$2.05	\$2.10	\$1.50	\$0.00
<b>2006-07</b>	\$2.15	\$2.30	\$2.65	\$1.75	\$0.25/\$0.55(NHS)
<b>2007-08</b>	\$2.15	\$2.30	\$2.65	\$1.75	\$0.00
<b>2008-09</b>	\$2.25	\$2.50	\$2.75	\$1.75	\$0.10/\$0.20(Reed/MHS)
<b>2009-10</b>	\$2.25	\$2.50	\$2.75	\$1.75	\$0.00
<b>2010-11</b>	\$2.50	\$2.75	\$3.00	\$1.85	\$0.25/\$0.10(Breakfast)
<b>2011-12</b>	\$2.50	\$2.75	\$3.00	\$1.85	\$0.00
<b>2012-13</b>	\$2.60	\$2.85	\$3.10	\$1.95	\$0.10
<b>2013-14</b>	\$2.60	\$2.85	\$3.10	\$1.95	\$0.00
<b>2014-15</b>	\$2.60	\$2.85	\$3.10	\$1.95	\$0.00
<b>2015-16</b>	\$2.85	\$3.10	\$3.35	\$2.20	\$0.25
<b>2016-17</b>	\$2.85	\$3.10	\$3.35	\$2.20	\$0.00
<b>2017-18</b>	\$2.85	\$3.10	\$3.35	\$2.20	\$0.00
<b>2018-19</b>	\$2.85	\$3.10	\$3.35	\$2.20	\$0.00

Recommended

<b>2019-20</b>	\$3.10	\$3.35	\$3.60	\$2.45	\$0.25
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- Price increase back-up information

1. 83 decrease in enrollment district wide
2. 1.7% CPI food increase
3. 3.0 % labor increase hourly and salary labor
4. Minimum Wage impact

**Whitson's Contracted Fees & Program Guarantees**

<u>Year</u>	<u>2016-17</u>	<u>Annual</u>		
<i>Initial Contract</i>		<u>NSLP</u>	<u>NHS</u>	<u>Total</u>
	Administrative fee	\$85,714	\$14,286	\$100,000
	Management fee	\$21,429	\$3,571	\$25,000
	<b>Total Fees</b>	<b>\$107,143</b>	<b>\$17,857</b>	<b>\$125,000</b>

<u>CPI per State</u>		<u>2.50%</u>			
<u>Amendment No. 1</u>	<u>2017-18</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>	<u>Increase</u>
	Administrative fee	\$87,857	\$14,643	\$102,500	\$2,500
	Management fee	\$21,965	\$3,660	\$25,625	\$625
	<b>Total Fees</b>	<b>\$109,822</b>	<b>\$18,303</b>	<b>\$128,125</b>	<b>\$3,125</b>

<u>CPI per State</u>		<u>2.20%</u>			
<u>Amendment No. 2</u>	<u>2018-19</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>	<u>Increase</u>
	Administrative fee	\$89,790	\$14,965	\$104,755	\$2,255
	Management fee	\$22,448	\$3,741	\$26,189	\$564
	<b>Total Fees</b>	<b>\$112,238</b>	<b>\$18,706</b>	<b>\$130,944</b>	<b>\$2,819</b>

<u>CPI ESTIMATED</u>		<u>2.00%</u>			
<u>Amendment No. 3</u>	<u>2019-20</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>	<u>Increase</u>
	Administrative fee	\$91,585	\$15,265	\$106,850	\$2,095
	Management fee	\$22,897	\$3,816	\$26,713	\$524
	<b>Total Fees</b>	<b>\$114,482</b>	<b>\$19,080</b>	<b>\$133,563</b>	<b>\$2,619</b>

<u>Budgeted Results</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>
16-17 Financial Guarantee	-\$42,955	\$51,561	<b>\$8,606</b>
17-18 Financial Guarantee	-\$69,169	\$72,517	<b>\$3,348</b>
18-19 Financial Guarantee	-\$82,365	\$88,426	<b>\$6,061</b>
18-19 Financial Guarantee	-\$46,914	\$69,352	<b>\$22,438</b> with \$.25 increase

The Lunch Program essentially operates at a break even position.

The RFP, referenced in the contract stated that meal prices would be held constant for two years. Prices have been level for four years. (Preceding year to Whitsons was also at the same price level.)

AMENDMENT NO. 3

NEWTOWN BOARD OF EDUCATION  
AND  
WHITSONS NEW ENGLAND, INC.

THIS AMENDMENT No. 3, dated as of June \_\_\_\_\_, 2019, is between Newtown Board of Education ("SFA") and WHITSONS NEW ENGLAND, INC. ("FSMC").

WITNESSETH:

WHEREAS, the parties entered into a certain Food Service Management Agreement, dated May 4, 2016, as amended by Addendum No. 1 to Food Service Management Company Contract, dated as of July 1, 2016, further amended by Amendment No. 2 of June 5, 2018, (collectively, the "Agreement") whereby FSMC manages and operates the SFA's NSLP food service operation in Newtown, CT; and

WHEREAS, the parties now desire to amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. The SFA finds that the services are being performed in an effective and efficient manner. The Term of the Agreement is hereby extended to cover the period July 1, 2019 to June 30, 2020, unless terminated earlier as hereinafter provided. This constitutes the third amendment of the Agreement, and, in accordance with Section 16.1, Subsection B, of Article XVI (Contract Term, Renewal and Termination) of the Agreement, this Agreement can be further amended for up to one (1) one-year renewal(s) with mutual agreement between the SFA and the FSMC.
2. Article XII, Section 12.11, Subsection C (first sentence), shall be amended to read "The FSMC's management fee is \$ 2,289.69 per month for ten (10) months." This new management fee is based on a 2.0% increase in the March U.S. Consumer Price Index – Food Away from Home, Northeast Urban, over the prior fiscal year, as permitted in Section 12.11, Subsection G of the Agreement.
3. Article XII, Section 12.11, Subsection D (first sentence), shall be amended to read "The FSMC's administrative fee is \$9,158.55 per month for ten (10) months." This new administrative fee is based on a 2.0 % increase in the March U.S. Consumer Price Index – Food Away from Home, Northeast Urban, over the prior fiscal year, as permitted in Section 12.11, Subsection G of the Agreement.
4. Article XII, Section 12.11, Subsection K, shall be amended to provide that the Deficit shall be no more than \$46,914 for the school year 2019-2020.
5. As described in Sections E.15 (pg. 14) and 5.2 of the Agreement, equipment purchases were requested through the RFP. As of the date of this Amendment, the unamortized equipment of \$40,443 plus the equipment purchased as per the RFP response of \$7,753 have been made pursuant to Section 5.2. This value will continue to be depreciated through the program.
6. Pursuant to Section I of the Addendum No. 2 to Food Service Management Company Contract, the parties have agreed upon a new budget and replace the Exhibit A to the Addendum No. 1 with the revised budget for the 2019-2020 school year, as attached to this Amendment No. 1.
7. This Amendment is effective July 1, 2019. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date first above written.

NEWTOWN BOARD OF EDUCATION

WHITSONS NEW ENGLAND, INC.

By: \_\_\_\_\_

By: \_\_\_\_\_

Name (printed): Michelle Ku

Name (printed): Paul Whitcomb

Title: Chair, Newtown Board of Education

Title: President & CEO

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AMENDMENT NO. 3

NEWTOWN BOARD OF EDUCATION  
AND  
WHITSONS NEW ENGLAND, INC.

THIS AMENDMENT No. 3, dated as of June \_\_\_\_, 2019, is between Newtown Board of Education (“SFA”) and WHITSONS NEW ENGLAND, INC. (“FSMC”).

WITNESSETH:

WHEREAS, the parties entered into a certain Contract, which included a Side Letter to Food Service Management Company Contract, dated as of July 1, 2016 further amended by Amendment No. 2 of June 5, 2018, (the “Side Letter”) (collectively, the “Agreement”) whereby FSMC manages and operates the SFA's high school food service operation in Newtown, CT; and

WHEREAS, the parties now desire to amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. The SFA finds that the services are being performed in an effective and efficient manner. The Term of the Agreement is hereby extended to cover the period July 1, 2019 to June 30, 2020, unless terminated earlier as hereinafter provided. This constitutes the third amendment of the Agreement, and, in accordance with Section 16.1, Subsection B, of Article XVI (Contract Term, Renewal and Termination) of the Agreement, this Agreement can be further amended for up to one (1) one-year renewal(s) with mutual agreement between the SFA and the FSMC.
2. Article XII, Section 12.11, Subsection C (first sentence), as amended as to the High School only in Section III of the Side Letter, shall be amended to read "The FSMC's management fee for the High School is \$382.00 per month for ten (10) months." This new management fee is based on a 2.0% increase in the March U.S. Consumer Price Index – Food Away from Home, Northeast Urban, over the prior fiscal year, as permitted in Section 12.11, Subsection G of the Agreement.
3. Article XII, Section 12.11, Subsection D (first sentence), as amended as to the High School only in Section III of the Side Letter, shall be amended to read "The FSMC's administrative fee for the High School is \$1,526.00 per month for ten (10) months." This new administrative fee is based on a 2.0 % increase in the March U.S. Consumer Price Index – Food Away from Home, Northeast Urban, over the prior fiscal year, as permitted in Section 12.11, Subsection G of the Agreement.
4. Article XII, Section 12.11, Subsection K, as amended as to the High School only in Section III of the Side Letter, shall be further amended to add the following:

“The FSMC shall guarantee that the food service program at the High School will achieve financial Surplus in the amount of \$69,352 for the third year of the Contract; defined as “generated High School program revenues will exceed all actual and direct High School operating costs incurred”.

Since the Guarantee for the NSLP Schools allows a deficit of \$46,914 for the fourth year of the Contract, the FSMC shall also guarantee that the combined food service program, NSLP Schools and the High School, will achieve financial Surplus in the amount of \$22,438 for the fourth year of the



Contract; defined as "generated program revenues will exceed all actual and direct operating costs incurred".

If necessary, FSMC will reduce its total Management Fee and total Administrative Fee (\$133,563) to achieve said Guarantees. This will be the SFA's exclusive remedy for FSMC's failure to achieve the Guarantees, and in no event shall FSMC be liable for any amount in excess of its total Management and total Administrative Fees (\$133,563).

The Guarantee for any subsequent year of the Contract shall be as mutually negotiated by the parties and reflected in a duly executed amendment to this Contract."

- 5. As described in Sections E.15 (pg. 14) and 5.2 of the Agreement, equipment purchases were requested through the RFP. As of the date of this Amendment, the unamortized equipment of \$11,041 plus the equipment purchased as per the RFP response of \$9,681 have been made pursuant to Section 5.2. This value will continue to be depreciated through the program.
- 6. Pursuant to Section II of the Side Letter, the parties have agreed upon a new budget and replace the Exhibit A to the Side Letter with the revised budget for the 2019-2020 school year, as attached to this Amendment No. 1.
- 7. This Amendment is effective July 1, 2019. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date first above written.

NEWTOWN BOARD OF EDUCATION

WHITSONS NEW ENGLAND, INC.

By: \_\_\_\_\_

By: \_\_\_\_\_

Name (printed): Michelle Ku

Name (printed): Paul Whitcomb

Title: Chair, Newtown Board of Education

Title: President & CEO

## **Students**

### **Reporting to Parents**

#### **District/School Report Cards**

To provide pertinent information regarding the academic performance of the district and its schools, the Board shall annually develop and publicly disseminate a district report card and report cards for the individual schools, the Profile and Performance Report, in accordance with federal and state laws and regulations.

The Board, at its discretion, may include additional information not required by law on the district's Profile and Performance Report.

#### **District Report Cards**

District report cards and the Profile and Performance Report shall contain the following information:

1. Aggregate data on student achievement on state academic assessments in reading/language arts, mathematics, and science and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency and status as economically disadvantaged, via the District Performance Index (DPI).
2. Comparison of above student groups regarding achievement levels on state assessments.
3. Information on district data pertaining to percent of students in grades 4 and 8, who tested at each NAEP achievement level (below basic, basic, proficient and advanced) disaggregated by major racial and ethnic groups, students with disabilities, English learners and economically disadvantaged students on the National Assessment of Educational Progress (NAEP).
4. District Performance Index trend data in achievement disaggregated reflecting race, English Learners, status as economically disadvantaged, disabled, high needs and district total.
5. Extent of use of alternate assessments for students with the most significant cognitive disabilities. (number and percentage of students, by grade and subject)
6. Number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain state accountability system indicators.
7. Percentage of students in grades 4, 6, 8, 10 meeting or exceeding the "Health Fitness Zone Standard" on the Connecticut Physical Fitness Assessment (CPFA); also compared to state results.
8. Graduation rates for secondary schools, disaggregated by student groups, tabulated as a four year cohort and also as an extended six year cohort graduation rate.

## **Students**

### **Reporting to Parents**

#### **District Report Cards (continued)**

9. Information on district's performance and the number, percentage and names of schools identified for improvement, including how long they have been so identified.
10. Progress toward state-designed long term goals for academic achievement, graduation rates and English learners achieving English language proficiency disaggregated by major racial and ethnic groups, disabilities, English learners, and economically disadvantaged students.
11. Enrollment data, as of October 1, disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged.
12. Number and percentage of students enrolled in preschool, disaggregated by major racial and ethnic groups, disabilities, English learners and gender.
13. Attendance and discipline data, in the categories of chronic absenteeism (excused and unexcused) and suspensions/expulsions disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged. (in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidents of violence) Percentage of students assessed and not assessed on state academic assessments, (participation rates) (Disaggregated by all, racial and ethnic groups, children with disabilities, English learners, economically disadvantaged, gender, and migrant status)
14. Participation rates for students with disabilities and for English learners on the NAEP.
15. Data pertaining to percentage of 9<sup>th</sup> graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies.
16. Percentage of students in grades 9 through 12 participating in at least one dance, theater, music or visual arts course in the school year.
17. Comparison of district students' achievements on state assessments to students in the state as a whole.
18. Data on educator qualifications, disaggregated by high and low poverty schools; the number and percentage of:
  - a. inexperienced teachers, principals, and other school leaders;
  - b. teachers teaching with emergency and provisional credentials;
  - c. teachers who are not teaching in the subject field for which the teacher is certified or licensed.

(Note: SEA required to define "inexperienced")
19. Classroom teacher attendance citing average number of days absent due to illness or personal time within district and compared to state average.

## **Students**

### **Reporting to Parents**

#### **District Report Cards (continued)**

20. Data pertaining to staff, including full-time equivalent count of teachers, instructors and paraprofessionals in general education and special education; administrators, coordinators and department chairs at the central office level and school level; library staff; instructional specialist who support teachers; counselors, social workers and psychologists; school nurses; and other staff providing support and non-instructional services.
21. Information about efforts to reduce racial, ethnic and economic isolation.
22. Special education data including identification rates by primary disability, achievement data, and number of students placed out-of-district in public schools in other districts or private schools or other settings.
23. Information about school district improvement plans and parental outreach activities.
24. Information about the equitable allocation of resource among district schools.
25. Number and percentage of students enrolled in accelerated course work (e.g., AP, IB) disaggregated by major racial and ethnic groups, disabilities, English learners and gender.
26. Data pertaining to college entrance and persistence by District and disaggregated by gender, race, English proficiency, status as economically disadvantaged.
27. Data pertaining to overall expenditures, special education expenditures and percent of expenditures by source.
28. Data pertaining to per-pupil expenditures (actual personnel and actual non-personnel) for the District and for each school, disaggregated by the source of funds (Federal, State and local), including, but not limited to, expenditures for administration, instruction, instructional support, student support services, pupil transportation services, operations and maintenance of plant, fixed charges, preschool, net expenditures to cover deficits for food services and student body activities, and any additional current expenditure categories designated by the State Department of Education, which may not include community services, capital outlay or debt service.  
  
Data pertaining to percentage of students in grades 11 and 12 achieving benchmark scores on at least one of the following: Smarter Balanced 11<sup>th</sup> or SAT, or ACT or AP or IB.
29. Data pertaining to students in grades 11 and 12 participating in at least one of the following during high school – two courses in AP/IB dual enrollment, or two courses in one of seventeen CTE (Career Technical Education) categories or two workplace “courses” in any area.
30. Data pertaining to students with disabilities who spend 79.1 to 100 percent of time with non-disabled peers.
31. Statistics from Connecticut’s “Next Generation Accountability System” which is based on a broad set of 12 indicators. (Accountability Index)

## **Students**

### **Reporting to Parents (continued)**

#### **School Report Cards**

School report cards shall contain the following information:

1. Same information contained on the district report card.
2. Whether the school has been identified for improvement.
  - Amount of school improvement funds received
  - Types of strategies implemented by the school
3. Information that compares the school's students' achievement on state assessments to students in the district and the state as a whole.

The Superintendent or designee shall be responsible to ensure the following:

1. Required information is annually updated and posted.
2. ~~District report card and school report cards are provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.~~
2. District and school report cards are made available to the public through posting on the Internet, distribution to the media, and distribution to public agencies.
3. Public access is provided to the state report card and the school profile maintained by the state.

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

PA 06-167 An Act Concerning Parental Involvement Reporting in School Profiles)

Policy adopted:

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

## **Students**

### **Reporting to Parents**

#### **District/School Report Cards**

To provide pertinent information regarding the academic performance of the district and its schools, the Board shall annually develop and publicly disseminate a district report card and report cards for the individual schools, the Profile and Performance Report, in accordance with federal and state laws and regulations.

The Board, at its discretion, may include additional information not required by law on the district's Profile and Performance Report.

#### **District Report Cards**

District report cards and the Profile and Performance Report shall contain the following information:

1. Aggregate data on student achievement on state academic assessments in reading/language arts, mathematics, and science and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency and status as economically disadvantaged, via the District Performance Index (DPI).
2. Comparison of above student groups regarding achievement levels on state assessments.
3. Information on district data pertaining to percent of students in grades 4 and 8, who tested at each NAEP achievement level (below basic, basic, proficient and advanced) disaggregated by major racial and ethnic groups, students with disabilities, English learners and economically disadvantaged students on the National Assessment of Educational Progress (NAEP).
4. District Performance Index trend data in achievement disaggregated reflecting race, English Learners, status as economically disadvantaged, disabled, high needs and district total.
5. Extent of use of alternate assessments for students with the most significant cognitive disabilities. (number and percentage of students, by grade and subject)
6. Number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain state accountability system indicators.
7. Percentage of students in grades 4, 6, 8, 10 meeting or exceeding the "Health Fitness Zone Standard" on the Connecticut Physical Fitness Assessment (CPFA); also compared to state results.
8. Graduation rates for secondary schools, disaggregated by student groups, tabulated as a four year cohort and also as an extended six year cohort graduation rate.

## **Students**

### **Reporting to Parents**

#### **District Report Cards (continued)**

9. Information on district's performance and the number, percentage and names of schools identified for improvement, including how long they have been so identified.
10. Progress toward state-designed long term goals for academic achievement, graduation rates and English learners achieving English language proficiency disaggregated by major racial and ethnic groups, disabilities, English learners, and economically disadvantaged students.
11. Enrollment data, as of October 1, disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged.
12. Number and percentage of students enrolled in preschool, disaggregated by major racial and ethnic groups, disabilities, English learners and gender.
13. Attendance and discipline data, in the categories of chronic absenteeism (excused and unexcused) and suspensions/expulsions disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged. (in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidents of violence) Percentage of students assessed and not assessed on state academic assessments, (participation rates) (Disaggregated by all, racial and ethnic groups, children with disabilities, English learners, economically disadvantaged, gender, and migrant status)
14. Participation rates for students with disabilities and for English learners on the NAEP.
15. Data pertaining to percentage of 9<sup>th</sup> graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies.
16. Percentage of students in grades 9 through 12 participating in at least one dance, theater, music or visual arts course in the school year.
17. Comparison of district students' achievements on state assessments to students in the state as a whole.
18. Data on educator qualifications, disaggregated by high and low poverty schools; the number and percentage of:
  - a. inexperienced teachers, principals, and other school leaders;
  - b. teachers teaching with emergency and provisional credentials;
  - c. teachers who are not teaching in the subject field for which the teacher is certified or licensed.

(Note: SEA required to define "inexperienced")

19. Classroom teacher attendance citing average number of days absent due to illness or personal time within district and compared to state average.

## **Students**

### **Reporting to Parents**

#### **District Report Cards (continued)**

20. Data pertaining to staff, including full-time equivalent count of teachers, instructors and paraprofessionals in general education and special education; administrators, coordinators and department chairs at the central office level and school level; library staff; instructional specialist who support teachers; counselors, social workers and psychologists; school nurses; and other staff providing support and non-instructional services.
21. Information about efforts to reduce racial, ethnic and economic isolation.
22. Special education data including identification rates by primary disability, achievement data, and number of students placed out-of-district in public schools in other districts or private schools or other settings.
23. Information about school district improvement plans and parental outreach activities.
24. Information about the equitable allocation of resource among district schools.
25. Number and percentage of students enrolled in accelerated course work (e.g., AP, IB) disaggregated by major racial and ethnic groups, disabilities, English learners and gender.
26. Data pertaining to college entrance and persistence by District and disaggregated by gender, race, English proficiency, status as economically disadvantaged.
27. Data pertaining to overall expenditures, special education expenditures and percent of expenditures by source.
28. Data pertaining to per-pupil expenditures (actual personnel and actual non-personnel) for the District and for each school, disaggregated by the source of funds (Federal, State and local), including, but not limited to, expenditures for administration, instruction, instructional support, student support services, pupil transportation services, operations and maintenance of plant, fixed charges, preschool, net expenditures to cover deficits for food services and student body activities, and any additional current expenditure categories designated by the State Department of Education, which may not include community services, capital outlay or debt service.  
  
Data pertaining to percentage of students in grades 11 and 12 achieving benchmark scores on at least one of the following: Smarter Balanced 11<sup>th</sup> or SAT, or ACT or AP or IB.
29. Data pertaining to students in grades 11 and 12 participating in at least one of the following during high school – two courses in AP/IB dual enrollment, or two courses in one of seventeen CTE (Career Technical Education) categories or two workplace “courses” in any area.
30. Data pertaining to students with disabilities who spend 79.1 to 100 percent of time with non-disabled peers.
31. Statistics from Connecticut’s “Next Generation Accountability System” which is based on a broad set of 12 indicators. (Accountability Index)



## **Students**

### **Reporting to Parents (continued)**

#### **School Report Cards**

School report cards shall contain the following information:

1. Same information contained on the district report card.
2. Whether the school has been identified for improvement.
  - Amount of school improvement funds received
  - Types of strategies implemented by the school
3. Information that compares the school's students' achievement on state assessments to students in the district and the state as a whole.

The Superintendent or designee shall be responsible to ensure the following:

1. Required information is annually updated and posted.
2. ~~District report card and school report cards are provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.~~
2. District and school report cards are made available to the public through posting on the Internet, distribution to the media, and distribution to public agencies.
3. Public access is provided to the state report card and the school profile maintained by the state.

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

PA 06-167 An Act Concerning Parental Involvement Reporting in School Profiles)

Policy adopted:

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

## Students

### Weapons and Dangerous Instruments

The Board of Education determines that possession, concealment, and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited.

A “dangerous weapon” is any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious injury. A “deadly weapon” is any instrument, article or substance specifically designed for and presently capable of causing death or serious injury.

Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device.

~~**Alternate language:** A “dangerous weapon” is any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious injury. A “deadly weapon” is any instrument, article or substance specifically designed for and presently capable of causing death or serious injury.~~

Pursuant to federal law, the term firearm includes, but is not limited to, any weapon designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device. A student who violates this policy will be reported to law enforcement authorities.

A “destructive device” is considered any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in Connecticut General Statutes 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school or at any school activity as defined in Connecticut General Statutes 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

The Board shall consider a student’s conduct off school grounds that is seriously disruptive of the educational process or is violative of publicized policies of the Board as grounds for expulsion.

## **Students**

### **Weapons and Dangerous Instruments (continued)**

#### ***Additional optional language to consider:***

~~Weapons under the control of law enforcement personnel are permitted. The Superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property.~~

~~In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” is defined by federal law, means in/on school grounds or within 1,000 feet of school grounds.~~

~~“Gun-Free School Zone” signs will/may be posted in cooperation with city/town officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.~~

(cf. 5114 - Suspension/Expulsion)

(cf. 5145.12 - Search and Seizure)

Legal Reference: Connecticut General Statutes  
10221 Boards of education to prescribe rules.  
10233a through 10-233f - Expulsion as amended by PA 95-304  
53a-3 Definitions.  
53a-217b - Possession of firearms and deadly weapons on school grounds  
53-206 Carrying and sale of dangerous weapons.  
PA 94-221 An Act Concerning School Discipline and Safety.  
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q)  
(2006)  
GOALS 2000: Educate America Act  
18 U.S.C. 921 Definitions.  
USCA 7151 – No Child Left Behind Act  
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2006)  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-  
7117

Policy adopted:

rev 5/03  
rev 2/13

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

*A regulation from Killingly to consider/modify.*

## Students

### Weapons and Dangerous Instruments

#### I. Regulations Generally

1. Students shall not possess firearms, facsimiles of firearms, deadly or dangerous weapons, dangerous instruments, or martial arts weapons on school grounds or buildings, ~~nor~~ ~~not~~ on school buses, nor on any school-related or school-sponsored activity away from school facilities. Firearms, weapons, and dangerous instruments shall include those defined by law. (18 U.S.C. 921, C.G.S. 53a-3, 53202 to 53206, and 53206c(a)(1).
2. Possession or use of such weapons or devices on school grounds or other areas under the control of the Board of Education may also be a violation of criminal law, and therefore any violation of this policy may be reported immediately to the local law enforcement agency, the Board of Education, and, if possible, the parent or guardian. Students who violate this policy shall be subject to appropriate disciplinary action as well as possible legal action, provided that a student found to possess a firearm, instrument or a weapon shall be expelled. Certain off school grounds violations shall also lead to expulsion.
3. Any dangerous device or weapon may be seized by an employee of the school system under the power granted to the Board of Education to maintain order and discipline in the schools, and to protect the safety of students, staff and the public.
4. Every employee seizing any weapon or dangerous instrument under the provisions of this policy shall report the incident to the building Principal immediately, and deliver the seized device to the Principal, together with the names of the persons involved, witnesses, location and circumstances of the seizure.
5. If an employee knows or has reason to suspect that a student has possession of such a device but has not been seized, the employee shall report the matter to the Principal immediately, and the Principal shall take such action as is appropriate. The Principal shall report all violations of this policy to the Superintendent or designee, and to the local law enforcement agency.
6. Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board of Education if a student graduates from high school.

## Students

### Weapons and Dangerous Instruments

#### Regulations - Generally (continued)

7. The Board of Education shall submit to the Commissioner of Education information on expulsions for the possession of weapons as required for purposes of the Gun-Free Schools Act of 1994, 20 U.S.C. 8921 ET SEQ.

#### II. Definition Of Terms

1. **Dangerous instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle”. (C.G.S. Sec. 53a3(7).)
2. **Dangerous weapon** means any sling shot, air rifle, BB gun, blackjack, sand bag, metal or brass knuckles, or any dirk knife, or any switch knife, or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, or stiletto, or any knife, the edged portion of the blade of which is four inches or over in length, or any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument. (C.G.S. Sec. 53-206.)
3. **Deadly weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. (C.G.S. Sec. 53a-3(6).)
4. **Electronic defense weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury. (C.G.S. Sec. 53a-3(20).)
5. **Expulsion** means an exclusion from school privileges for more than ten consecutive school days and shall be deemed to include, but not limited to, exclusion from the school to which such student was assigned as the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year. (C.G.S. Sec. 233a(e), P.A. 95-304)
6. **Facsimile of a firearm** means (A) any nonfunctional imitation of an original firearm which was manufactured, designed and produced since 1898, or (B) any nonfunctional representation of a firearm other than an imitation of an original firearm, provided such representation could reasonably be perceived to be a real firearm. Such term does not include any look-a-like, non-firing, collector replica of an antique firearm developed prior to 1898, or traditional BB, or pellet-firing air gun that expels a metallic or paint-contained projectile through the force of air pressure. (C.G.S. Sec. 53206c(a) (1).)

## Students

### Weapons and Dangerous Instruments

#### Definition of Terms (continued)

7. **Firearm** means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded from which a shot may be discharged. (C.G.S. Sec. 53a-3(19).)
8. **Martial arts weapon** means a nunchaku, kama, kasarifundo, octagon sai, tonfa or chinese star. (C.G.S. Sec. 53a3(2 1).)
9. **Physical injury** means impairment of physical condition or pain. (C.G.S. Sec. 53a3(3).)
10. **Possess** means to have physical possession or otherwise to exercise dominion or control over tangible property. (C.G.S. Sec. 53a3(2).)
11. **Serious physical injury** means physical injury which creates a substantial risk of death, or which causes serious disfigurement, serious impairment of health or serious loss or impairment of the function of any bodily organ. (C.G.S. Sec. 53a-3(4).)
12. **Vehicle** means a “motor vehicle” as defined in Section 14-1, a snowmobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail. (C.G.S. Sec. 53a3(8).)

### III. Disciplinary Procedures

Students in violation of this policy shall be subject to the following disciplinary measures:

1. Possessing, using, carrying, drawing, exhibiting or brandishing a facsimile of a firearm in a threatening manner so as to frighten, vex or harass another person.
  - a. Suspension of up to 10 school days.
  - b. Mandatory referral to law enforcement agency.
  - c. Consideration of expulsion hearing as appropriate.
2. Possession and/or use of any dangerous instrument in a threatening manner so as to inflict bodily harm, or to intimidate, or to terrorize, frighten, vex or harass another person.
  - a. 10 school days suspension.
  - b. Mandatory referral to law enforcement agency.
  - c. Recommendation of expulsion hearing.

## Students

### Weapons and Dangerous Instruments (continued)

3. Use of any dangerous instrument to inflict physical injury, serious physical injury or death.
  - a. 10 school days suspension.
  - b. Mandatory referral to law enforcement agency.
  - a. Mandatory referral to expulsion proceedings.
4. Possession and/or use of a firearm, deadly weapon, dangerous instrument or martial arts weapons on or off school grounds or at a school sponsored activity.
  - a. 10 school days suspension.
  - b. Mandatory referral to law enforcement agency.
  - c. Mandatory referral to expulsion proceedings.
5. Possession of a firearm, or possession and use of a firearm, dangerous instrument, deadly weapon or martial arts weapon in the commission of a crime while off school grounds.
  - a. 10 school days suspension.
  - b. Mandatory referral to law enforcement agency.
  - c. Mandatory referral to expulsion proceedings.
    - (1) Such student shall be expelled for a period not to exceed one (1) calendar year if the Board of Education or impartial hearing board finds that the student did so possess a weapon as described in this section.
6. Possession and/or use of a dangerous weapon on or off school grounds or at a school sponsored activity.
  - a. Suspension of up to 10 school days.
  - b. Mandatory referral to law enforcement agency as appropriate.
  - c. Consideration of expulsion hearing as appropriate.
7. Possession and/or use of any other item, devise, instrument or weapon not specifically defined by law or conduct on school grounds or at a school sponsored activity is violative of a publicized policy of the Board of Education or is seriously disruptive of the educational process or endangers persons or property or whose conduct off school grounds is violative of such policy and is seriously disruptive of the educational process.
  - a. Suspension of up to 10 school days.
  - b. Mandatory referral to law enforcement agency as appropriate.
  - c. Consideration of expulsion hearing as appropriate.

## Students

### Weapons and Dangerous Instruments (continued)

Students and parents or guardians shall be notified of this policy annually.

(cf. 5114 Suspension/ Expulsion; Due Process)

(cf. 5145.12 Search and Seizure)

Legal Reference: Connecticut General Statutes  
4 176e through 4 185 Uniform Administrative Procedure Act.  
10233a through 10233f re inschool suspension, suspension, expulsion. (as amended by PA 98139)  
2935 Carrying of pistol or revolver without permit prohibited.  
2938 Weapons in vehicles.  
53a3 Firearms and deadly weapons.  
53206 Carrying and sale of dangerous weapons.  
53a217b Possession of firearms and deadly weapons on school grounds.  
PA 94221 An Act Concerning School Safety.  
18 U.S.C. 921 Definitions.  
PL 103382 Elementary and Secondary Education Act. (Sec. 14601 Gun Free Requirements: Gun Free School Act of 1994)  
PA 95304 An Act Concerning School Safety.  
PA 96244 An Act Concerning Revisions to the Education Statutes.  
*Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.* (SC 15862

Regulation approved:

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut



## Students

### Off School Grounds Misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and is a violation of a publicized Board policy, even if such misconduct occurs off-school property and during nonschool time.

In compliance with judicial decisions, the Board considers conduct which is "severely disruptive of the educational process" to mean conduct that "markedly interrupts or severely impedes the day-to-day operations of a school" in addition to such conduct also being violative of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat, off school grounds, to kill or hurt a teacher or student.

In addition, in making the determination as to whether conduct is "seriously disruptive of the educational process," the administration may consider, but such consideration shall not be limited to (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in Section 2938 and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana. ~~The conduct can also be the use of inappropriate electronic messages.~~

The Board of Education or impartial hearing board, in matters of expulsion for out of school misconduct, in making a determination as to whether conduct is "seriously disruptive of the educational process," may consider, but consideration is not limited to the same items listed previously.

Such discipline may result whether: 1) the incident was initiated in the school or on school grounds, or 2) even if the incident occurred or was initiated off-school grounds and nonschool time; if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process, markedly interrupting or severely impeding the day-to day operation of a school, by threatening:

1. The school's orderly operations;
2. The safety of the school property;
3. The welfare of the persons who work or study there.

Examples of the type of such off-school misconduct that may result in such discipline include but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. 53a3, 53-206, and 29-35)
2. Use, possession, sale, or distribution of illegal drugs; or
3. Violent conduct,
4. Making of a bomb threat, and/or creation of an explosive device.
5. Threatening to harm or kill another student or member of the staff.

where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

## **Students**

### **Off School Grounds Misconduct (continued)**

For example, if it is determined that a student's use, possession, or sale of drugs in the community has a strong likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school for such off-school misconduct, the Board may impose discipline up to and including suspension and/or expulsion. The rationale to be applied in considering disciplinary action is whether the off-school grounds conduct will markedly interrupt or severely impede the day-to-day operation of a school.

A student who possessed and used a firearm, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime off-campus shall be expelled for one calendar year unless said expulsion is modified on a case-by-case basis.

Legal Reference: Connecticut General Statutes  
4 176e through 4 185 Uniform Administrative Procedure Act.  
10233a through 10233f re inschool suspension, suspension, expulsion. (as amended by PA 98139)  
2935 Carrying of pistol or revolver without permit prohibited.  
2938 Weapons in vehicles.  
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PA 94221 An Act Concerning School Safety.  
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PL 103382 Elementary and Secondary Education Act. (Sec. 14601 Gun Free Requirements: Gun Free School Act of 1994)  
PA 95304 An Act Concerning School Safety.  
PA 96244 An Act Concerning Revisions to the Education Statutes.  
*Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.* (SC 15862)  
*Wisniewski v. Bd. Of Educ.*, 494F.3d34 (2<sup>nd</sup> Cir. 2007)  
*Doninger v. Niehoff*, 257F.3d (2<sup>nd</sup> Cir. 2008)

Policy adopted:

rev. 5/98  
rev 7/98  
rev 4/02

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut



## **Students**

### **Hazing**

#### **Purpose and Philosophy**

Hazing and initiation activities that involve hazing are abusive and illegal behaviors that harm victims and negatively impact the school environment by creating an atmosphere of fear, distrust and mean-spiritedness. Because the District is committed to providing a safe and ~~orderly~~ **inclusive** environment for all students that promotes respect, civility, and dignity, it is the purpose of this policy to establish and preserve an educational environment free from any type of hazing or initiation activities that involve hazing.

#### **Policy**

The District strictly prohibits any person from engaging individually or collectively in any form of hazing or related initiation activity on school property, in conjunction with any school activity, or involving any person associated with the school, regardless of where it occurs. Consistent with the District's Conduct and Sexual Harassment policies, any person who participates in hazing or related initiation activity, or conspires to engage in hazing, will face immediate disciplinary action up to and including suspension, expulsion, exclusion, and loss of participation in extracurricular activities. In addition, persons who participate in hazing will be referred to law enforcement authorities and may face subsequent prosecution.

#### **General Statement of Policy**

- A. No student, teacher, administrator, volunteer, contractor or other employee or agent of the school district (here and after collectively referred to as "staff") shall plan, direct, encourage, aid, or engage in hazing.
- B. No staff member of the school district shall permit, condone, or tolerate hazing.
- C. Implied or expressed consent by a person being hazed does not lessen the prohibitions contained in this policy, and will not be considered as a defense or mitigation of any alleged violation of this policy.
- D. A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- E. The school district will investigate complaints of hazing and take appropriate action including, but not limited to, discipline against any student or staff member of the district who is found to have violated this policy.
- F. Hazing activities are seriously disruptive of the education process. This policy applies to behavior that occurs on or off school property and during, before or after school hours."

## **Definitions**

**“Hazing”** means any action which recklessly or intentionally endangers the health or safety of a person for the purpose of initiation, admission into or affiliation with, or as a condition for continued membership in a student organization. Hazing includes, but is not limited to:

- Requiring indecent exposure of the body;
- Requiring any activity that would subject the person to extreme mental stress, such as sleep deprivation or extended isolation from social contact;
- Confinement of the person to unreasonably small, unventilated, unsanitary or unlighted areas;
- Any assault upon the person; or
- Requiring the ingestion of any substance or any other physical activity which would adversely affect the health or safety of the individual.

Consent is no defense to hazing: i.e., the implied or expressed consent of a person or persons to hazing shall not be a defense to discipline under this policy.

**“Related initiation activity”** means any method of initiation, pre-initiation, or other activity required as a condition of initial or continued membership in a school club, team or organization, that causes or is reasonably likely to cause bodily danger or physical harm, severe mental or emotional harm, extreme embarrassment or ridicule, or personal degradation or loss of dignity to any student or other person associated with the school.

The term **“hazing”** and **“related initiation activity”** do not include customary, school-sponsored athletic events, intramural activities, or other similar school-sponsored student contests and competitions.

**“Conspire to engage in hazing”** means to plan, encourage, fail to take reasonable steps to prevent, or fail to report hazing and related initiation activities by this policy.

## **Prohibited Conduct**

Activities that may be construed as hazing under this policy include, but are not limited to, the following:

- Any act that involves physical brutality or physical aggression that causes or is reasonably likely to cause, bodily danger or physical harm to an individual.
- Any act that involves forced consumption of food, alcohol, drugs, or other substance, or any other forced physical activity that could severely affect the physical health or safety of an individual.
- Any act that would subject an individual to extreme mental stress or emotional harm, or any other forced activity that could severely affect the mental health or dignity of the individual.

## Students

### Hazing

#### Definitions (continued)

~~Consistent with the District's Conduct and Sexual Harassment policies, school officials will examine the totality of the circumstances in determining whether a particular activity constitutes hazing and warrants discipline under this policy. As a general test, students and school officials should consider the following questions in determining whether an activity could be prohibited under this policy:~~

- ~~• Is the activity an education experience?~~
- ~~• Does the activity promote or conform to the values of the school?~~
- ~~• Will the activity increase the respect for the school and the individuals participating?~~
- ~~• Do current and new or prospective members participate together equally in the activity?~~
- ~~• Would students and/or faculty be willing to allow parents, community members, school officials, or the press to witness the activity?~~
- ~~• Would students and/or faculty be able to defend the activity in a court of law?~~
- ~~• Does the activity have value in and of itself?~~

#### Examples

~~Many different types of activities can be considered hazing. Although not intended as an exhaustive list, the following list provides examples of specific misconduct that may be considered hazing under this policy as an informational and educational tool for students, parents, and educators:~~

- ~~• Any activity that involves brutality of a physical nature and that a reasonable person could foresee would bring physical harm to an individual, such as whipping; beating; branding; electric shocking; paddling; tying; taping or otherwise restraining an individual against his or her will; excessive calisthenics; or exposure to the elements.~~
- ~~• Any activity that unreasonably interferes with a student's academic efforts by causing exhaustion, sleep deprivation, or loss of reasonable study time.~~

## Students

### Hazing

#### Examples (continued)

- ~~Morally degrading or humiliating games, pranks, stunts, practical jokes or any other activities that make an individual the object of amusement, shame, embarrassment, or intimidation.~~
- ~~Forcing or coercing the consumption of alcohol, drugs, foreign or unusual foods, or any other substance that endangers the mental or physical health of an individual.~~
- ~~Throwing or applying whipped cream, shaving cream, toothpaste, paint, honey, eggs, or other foods or substances on an individual's body.~~
- ~~Requiring personal servitude.~~
- ~~Harassment such as pushing, shoving, cursing, shouting, and yelling.~~
- ~~Requiring an individual to wear uncomfortable, ridiculous, humiliating, or embarrassing clothing or underclothing.~~
- ~~Requiring an individual to participate in acts of vandalism, theft, assault, sexual acts, or other criminal activity.~~
- ~~Causing indecent exposure or any other gross or lewd behavior involving nudity.~~
- ~~Subjecting an individual to extreme mental stress, or to cruel or unusual psychological conditions for any reason.~~
- ~~Compelling an individual to participate in any activity that is illegal, perverse, publicly indecent, or contrary to the rules, policies, and regulations of the School District.~~

#### Reporting Requirement

School personnel who become aware of hazing or related initiation activity shall report such incident immediately to your immediate supervisor and/or the Principal ~~or Superintendent~~ so that the incident can be promptly investigated and so that appropriate action can be taken.

School employees who ~~become aware of hazing and~~ fail to report it to the Principal or Superintendent will be subject to appropriate disciplinary action.

~~Students who observe hazing and fail to intervene or report the hazing to school officials may face disciplinary action, and prosecution, for conspiring to engage in hazing.~~



## **Students**

### **Hazing**

#### **Policy Dissemination**

A summary of this policy shall be posted in a prominent place in each District school. The policy shall also be published in student registration materials; student, parent, and employee handbooks; and other appropriate school publications as directed by the Superintendent.

Each District Principal, athletic coach, ~~cheerleading advisor,~~ and other extracurricular supervisor shall inform his/her students about this policy on a regular basis. At a minimum, such communication shall take place at the beginning of each school year or ~~and~~ prior to the beginning of each team or group's activities for the year. ~~Each student participating in athletics, cheerleading, student government, clubs, music programs, and other extracurricular activities shall be required to submit the written statement of commitment attached to this policy as a condition of participation.~~

~~The coach, advisor, or supervisor responsible for the particular program shall keep all statements of commitment on file for the duration of the current school year.~~

Policy adopted:

cps 9/00  
rev. 3/05



*Bringing Fresh Ideas to the Table*

Newtown Public Schools Board of  
Education Meeting  
April 9<sup>th</sup>, 2019

# Introductions



**John Prunier**

*District Manager*

**Joseph Stango**

*Newtown Director of Food Services*

**Nicole Demers**

*Newtown Resident Chef*

**Brianna Theus**

*Newtown Resident Dietician*



# Food Service Financial Overview



**2019 Results Through January 2019**



**2019 End of Year Projections**



**2020 Budget Projections**

Factors

Meal Price Increase Options

## Current Year Results through January 2019

- Elementary: **-\$56,093**
- High School: \$17,297
- Combined: **-\$38,796**

## Projections for FY19 Ending June 30, 2019

- Elementary: **-\$90,492**
- High School: \$51,938
- Combined: **-\$38,554**

## 2019-2020 Budget Projections

- Elementary: **-\$86,306**
- High School : \$52,952
- Combined: **-\$33,454**

## Current Year Contributing Factors

- Elementary School Meal Participation at budget.
- Middle School Breakfast Participation Lower – Launched “All Day Every Day” concept for Lunch
- Launched new Middle School Burger and Grilled Chicken Concept
- Increased Food Cost at High School. Attributed to Snack Item cost increases. Contracted with a new vendor
- District Chef Focusing promotional menus at Reed and Middle School
- Dietician conducting Nutrition Education and Surveys at all schools
- Relaunching Choosi Pre-order App at the High School
- Introduced Yogurt Smoothies and Parfaits at Elementary Schools

# 2019-2020 Budget Contributing Factors

- 2.4% Increase in Overall Revenue (2.1% meal participation growth)
- Decrease in Enrollment **-83**
- \$23,857 -3% Wage Increase
- \$8,581 - New State Minimum Wage Increase (\$11.25)
- \$8,679 - Increase in Healthcare Costs
- Food, Paper and Cleaning Supply Costs Increases
- \$3000 Increase in Training Expense (Additional Requirement for USDA Professional Standards)
- 2.0% CPI Increase in Mgt & Admin Fees (To be Determined by State)

# 19-20 Elementary Labor Increase

## Newtown Elementary Schools

	<u>Standard Hours</u>	<u>June 2019 Hourly Rate</u>	<u>7/1/19 Hourly Rate</u>	<u>Min Wage</u>	<u>3%</u>	<u>Add Min Wage</u>	<u>Total Hours</u>	<u>3%</u>	<u>Add Min Wage</u>	<u>Total Wages Raw</u>	<u>Total Wages with T*B</u>	<u>Whitsons Medical Cost Increase</u>	<u>Whitsons Dental Cost Increase</u>	
Newtown Admin	27.00	24.00	\$ 24.72		\$ 0.72	\$ -	1,021.00	735.12		735.12	1,045.88	357.00	16.00	Chef Manager
Newtown Admin	45.00	31.62	\$ 32.57		\$ 0.95	\$ -	1,746.00	1,656.26		1,656.26	2,356.40	88.00	2.00	Food Service Director
Newtown Admin	27.00	24.44	\$ 25.17		\$ 0.73	\$ -	994.00	728.80		728.80	1,036.88			Registered Dietitian
Newtown Middle School	35.00	16.06	\$ 16.54		\$ 0.48	\$ -	1,281.00	617.11		617.11	877.98	56.00	8.00	Newtown Cook
Newtown Middle School	35.00	18.34	\$ 18.89		\$ 0.55	\$ -	1,281.00	704.96		704.96	1,002.97		2.00	Newtown Lead Food Service Work
Newtown Middle School	30.00	14.33	\$ 14.76		\$ 0.43	\$ -	1,098.00	471.93		471.93	671.43			Newtown Lead Food Service Work
Newtown Middle School	25.00	10.71	\$ 11.03		\$ 0.32	\$ -	915.00	294.04		294.04	418.34			Food Service Worker
Newtown Middle School	30.00	13.56	\$ 13.96		\$ 0.41	\$ -	1,098.00	446.50		446.50	635.25			Newtown Food Service Worker
Newtown Reed Intermediate	40.00	17.51	\$ 18.04		\$ 0.53	\$ -	1,464.00	769.04		769.04	1,094.13			Newtown Lead Food Service Work
Newtown Reed Intermediate	30.00	14.06	\$ 14.48		\$ 0.42	\$ -	1,098.00	463.14		463.14	658.92			Newtown Food Service Worker
Newtown Reed Intermediate	25.00	10.40	\$ 10.71	\$ 11.25	\$ 0.31	\$ 0.54	915.00	285.48	494.10	779.58	1,109.13			Newtown Food Service Worker
Newtown Reed Intermediate	25.00	10.40	\$ 10.72	\$ 11.25	\$ 0.31	\$ 0.53	915.00	285.56	484.95	770.51	1,096.23			Newtown Food Service Worker
Newtown Reed Intermediate	25.00	10.40	\$ 10.72	\$ 11.25	\$ 0.31	\$ 0.53	915.00	285.56	484.95	770.51	1,096.23			Newtown Food Service Worker
Newtown Hawley Elem	25.00	10.40	\$ 10.72	\$ 11.25	\$ 0.31	\$ 0.53	915.00	285.56	484.95	770.51	1,096.23			Newtown Food Service Worker
Newtown Hawley Elem	30.00	14.43	\$ 14.86		\$ 0.43		1,098.00	475.29		475.29	676.21			Person In Charge
Newtown Head O Meadow Elem	22.50	10.40	\$ 10.72	\$ 11.25	\$ 0.31	\$ 0.53	824.00	257.16	436.72	693.88	987.20			Newtown Food Service Worker
Newtown Head O Meadow Elem	30.00	14.42	\$ 14.85		\$ 0.43		1,098.00	474.99		474.99	675.79			Newtown Lead Food Service Work
Newtown Middle Gate Elem	30.00	14.42	\$ 14.85		\$ 0.43		1,098.00	475.03		475.03	675.83		2.00	Newtown Lead Food Service Work
Newtown Middle Gate Elem	25.00	10.40	\$ 10.72	\$ 11.25	\$ 0.31	\$ 0.53	915.00	285.56	484.95	770.51	1,096.23			Newtown Food Service Worker
Newtown Sandy Hook Elem	25.00	10.10	\$ 10.40	\$ 11.25	\$ 0.30	\$ 0.85	915.00	277.25	777.75	1,055.00	1,500.97			Newtown Food Service Worker
Newtown Sandy Hook Elem	30.00	14.59	\$ 15.02		\$ 0.44		1,098.00	480.43		480.43	683.52			Newtown Food Service Worker
Newtown HS	15.00	12.36	\$ 12.73	\$ -	\$ 0.37	\$ -	582.00	215.82	-	215.82	303.15			Driver
	631.50				\$ 9.82	\$ 4.04	23,284.00	\$ 10,970.60	\$ 3,648.37	\$ 14,618.97	\$ 20,794.90	\$ 501.00	\$ 30.00	21,325.90



# 19-20 High School Labor Increase

<u>Newtown HS</u>	<u>Standard Hours</u>	<u>June 2019 Hourly Rate</u>	<u>7/1/19 Hourly Rate</u>	<u>Min Wage</u>	<u>3%</u>	<u>Add Min Wage</u>	<u>Total Hours</u>	<u>3%</u>	<u>Add Min Wage</u>	<u>Total Wages Raw</u>	<u>Total Wages with T*B</u>	<u>Whitsons Medical Cost Increase</u>	<u>Whitsons Dental Cost Increase</u>	
Newtown HS	18.00	24.00	\$ 24.72	\$ -	\$ 0.72	\$ -	644.40	463.97	-	463.97	651.70	577.00	10.00	Chef Manager
Newtown HS	40.00	23.54	\$ 24.24	\$ -	\$ 0.71	\$ -	1,312.00	926.38	-	926.38	1,301.21	88.00	2.00	Newtown Lead Food Service Work
Newtown HS	40.00	19.00	\$ 19.57	\$ -	\$ 0.57	\$ -	1,312.00	747.92	-	747.92	1,050.55		2.00	Person In Charge
Newtown HS	25.00	11.00	\$ 11.33	\$ -	\$ 0.33	\$ -	820.00	270.60	-	270.60	380.09			Newtown Food Service Worker
Newtown HS	25.00	10.10	\$ 10.40	\$ 11.25	\$ 0.30	\$ 0.85	820.00	248.46	697.00	945.46	1,328.02			Newtown Food Service Worker
Newtown HS	10.00	12.36	\$ 12.73	\$ -	\$ 0.37	\$ -	328.00	121.63	-	121.63	170.85			Driver
Newtown HS	37.50	14.00	\$ 14.42	\$ -	\$ 0.42	\$ -	1,230.00	516.60	-	516.60	725.63			Newtown Food Service Worker
Newtown HS	25.00	10.10	\$ 10.40	\$ 11.25	\$ 0.30	\$ 0.85	820.00	248.46	697.00	945.46	1,328.02			Newtown Food Service Worker
Newtown HS	25.00	10.10	\$ 10.40	\$ 11.25	\$ 0.30	\$ 0.85	820.00	248.46	697.00	945.46	1,328.02			Newtown Food Service Worker
Newtown HS	25.00	10.72	\$ 11.04	\$ 11.25	\$ 0.32	\$ 0.21	820.00	263.76	172.20	435.96	612.36			Newtown Food Service Worker
Newtown HS	21.00	12.53	\$ 12.90	\$ -	\$ 0.38	\$ -	688.80	258.82	-	258.82	363.54			Newtown Food Service Worker
Newtown HS	37.50	13.89	\$ 14.31	\$ -	\$ 0.42	\$ -	1,230.00	512.54	-	512.54	719.93			Cashier
Newtown HS	23.75	11.24	\$ 11.57	\$ -	\$ 0.34	\$ -	779.00	262.61	-	262.61	368.87			Newtown Food Service Worker
Newtown HS	25.00	10.71	\$ 11.03	\$ 11.25	\$ 0.32	\$ 0.22	820.00	263.52	180.40	443.92	623.53			Newtown Food Service Worker
Newtown HS	20.00	16.55	\$ 17.05	\$ -	\$ 0.50		656.00	325.74	-	325.74	457.55			Newtown Food Service Worker
	397.75				\$ 6.30	\$ 2.98	13,100.20	\$ 5,679.46	\$ 2,443.60	\$ 8,123.06	\$ 11,409.86	7,980.00	168.00	19,557.86

Newtown Elementary - NSLP  
SY 2019 -2020 Cafeteria Budget

	2018-2019	2018-2019	2019-2020 Budget			Rationale	\$0.20	\$0.25	\$0.50	
	Budget	Projection	District	Catering	Combined					
Type A Breakfast	\$1,921	\$676	\$761	\$0	\$761		\$830	\$848	\$934	
Type A Lunch	\$479,153	\$459,823	\$469,980	\$0	\$469,980		\$501,425	\$509,286	\$548,592	
Ala carte	\$312,149	\$320,069	\$330,842	\$0	\$330,842	Includes full meals	\$330,842	\$330,842	\$330,842	
Adult Sales	\$12,501	\$9,449	\$9,227	\$0	\$9,227	Flat	\$9,227	\$9,227	\$9,227	
Federal /State Reimbursements	\$141,676	\$162,909	\$168,936	\$0	\$168,936		\$168,936	\$168,936	\$168,936	
Additional .06 Cent reimbursement	\$11,177	\$11,193	\$11,479	\$0	\$11,479		\$11,479	\$11,479	\$11,479	
Catering	\$499	\$75	\$0	\$0	\$0	Historical	\$0	\$0	\$0	
<b>Total Sales</b>	<b>\$959,076</b>	<b>\$964,194</b>	<b>\$991,225</b>	<b>\$0</b>	<b>\$991,225</b>		<b>\$1,022,739</b>	<b>\$1,030,618</b>	<b>\$1,070,010</b>	
Total Food Cost	\$265,796	\$281,433	\$286,785	\$0	\$286,785	1.7% Increase	\$286,785	\$286,785	\$286,785	
Paper/Cleaning Cost	\$26,321	\$26,734	\$26,922	\$0	\$26,922	Decreasing	\$26,922	\$26,922	\$26,922	
Whitsons Payroll	\$551,753	\$552,647	\$561,988	\$0	\$561,988	3% increase, Benefits, Min Wage	\$561,988	\$561,988	\$561,988	
District Payroll	\$26,092	\$26,567	\$27,165	\$0	\$27,165	Using 2.25%	\$27,165	\$27,165	\$27,165	
<b>Total Cost of Sales</b>	<b>\$869,962</b>	<b>\$887,381</b>	<b>\$902,860</b>	<b>\$0</b>	<b>\$902,860</b>		<b>\$902,860</b>	<b>\$902,860</b>	<b>\$902,860</b>	
<b>Gross Profit</b>	<b>\$89,114</b>	<b>\$76,813</b>	<b>\$88,365</b>	<b>\$0</b>	<b>\$88,365</b>		<b>\$119,879</b>	<b>\$127,758</b>	<b>\$167,150</b>	
<b>Other Expenses</b>	<b>\$59,238</b>	<b>\$55,067</b>	<b>\$60,189</b>	<b>\$0</b>	<b>\$60,189</b>		<b>\$60,189</b>	<b>\$60,189</b>	<b>\$60,189</b>	
Adm Exp	\$89,790	\$89,790	\$91,585	\$0	\$91,585	2.0% (Need Correct CPI)	\$91,585	\$91,585	\$91,585	
Mgt Fee	\$22,450	\$22,448	\$22,897	\$0	\$22,897	2.0% (Need Correct CPI)	\$22,897	\$22,897	\$22,897	
<b>Total Other Expenses</b>	<b>\$171,478</b>	<b>\$167,305</b>	<b>\$174,671</b>	<b>\$0</b>	<b>\$174,671</b>		<b>\$174,671</b>	<b>\$174,671</b>	<b>\$174,671</b>	
<b>Return To District</b>	<b>(\$82,364)</b>	<b>(\$90,492)</b>	<b>(\$86,306)</b>	<b>\$0</b>	<b>(\$86,306)</b>		<b>(\$54,792)</b>	<b>(\$46,914)</b>	<b>(\$7,521)</b>	
18-19 Student Meal Price	Hawley, Head O Meadow, Sandy Hook, Middle Gate					\$ 2.85	19-20 Proposed	\$ 3.05	\$ 3.10	\$ 3.35
18-19 Student Meal Price	Middle School, Reed Intermediate					\$ 3.10	19-20 Proposed	\$ 3.30	\$ 3.35	\$ 3.60

Newtown High School  
SY 2019 -2020 Cafeteria Budget

	2018-2019	2018-2019	2019-2020 Budget			Rationale	\$0.20	\$0.25	\$0.50	
	Budget	Projection	District	Catering	Combined					
Type A Breakfast	\$0	\$0	\$0	\$0	\$0	Full Component Meals	\$1,576	\$1,970	\$3,939	
Type A Lunch	\$0	\$0	\$0	\$0	\$0	Full Component Meals	\$11,544	\$14,430	\$28,860	
Ala carte	\$718,290	\$712,648	\$726,811	\$0	\$726,811	Includes full meals	\$726,811	\$726,811	\$726,811	
Adult Sales	\$10,796	\$10,789	\$10,581	\$0	\$10,581	Flat	\$10,581	\$10,581	\$10,581	
Federal /State Reimbursements	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	
Additional .06 Cent reimbursement	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	
Catering	\$16,090	\$17,736	\$0	\$14,520	\$14,520	Historical	\$14,520	\$14,520	\$14,520	
Vending Commission	\$2,296	\$1,563	\$2,205	\$0	\$2,205		\$2,205	\$2,205	\$2,205	
<b>Total Sales</b>	<b>\$747,472</b>	<b>\$742,736</b>	<b>\$739,597</b>	<b>\$14,520</b>	<b>\$754,117</b>		<b>\$767,237</b>	<b>\$770,517</b>	<b>\$786,916</b>	
Total Food Cost	\$288,793	\$309,335	\$301,195	\$5,782	\$306,977	Free/Red meals increase	\$306,977	\$306,977	\$306,977	
Paper/Cleaning Cost	\$16,865	\$19,456	\$17,889	\$352	\$18,241	Using Current Year Trend	\$18,241	\$18,241	\$18,241	
Whitsons Payroll	\$275,837	\$282,053	\$292,449	\$0	\$292,449	3% increase, Benefits, Min Wage	\$292,449	\$292,449	\$292,449	
District Payroll	\$20,103	\$20,769	\$21,294	\$0	\$21,294	Using 2.25% Increase	\$21,294	\$21,294	\$21,294	
<b>Total Cost of Sales</b>	<b>\$601,598</b>	<b>\$631,613</b>	<b>\$632,827</b>	<b>\$6,134</b>	<b>\$638,961</b>		<b>\$638,961</b>	<b>\$638,961</b>	<b>\$638,961</b>	
<b>Gross Profit</b>	<b>\$145,874</b>	<b>\$111,123</b>	<b>\$106,770</b>	<b>\$8,386</b>	<b>\$115,156</b>		<b>\$128,276</b>	<b>\$131,556</b>	<b>\$147,955</b>	
<b>Other Expenses</b>	<b>\$38,748</b>	<b>\$40,479</b>	<b>\$43,123</b>	<b>\$0</b>	<b>\$43,123</b>		<b>\$43,123</b>	<b>\$43,123</b>	<b>\$43,123</b>	
Adm Exp	\$14,960	\$14,966	\$15,265	\$0	\$15,265	2.0% (Need Correct CPI)	\$15,265	\$15,265	\$15,265	
Mgt Fee	\$3,740	\$3,740	\$3,816	\$0	\$3,816	2.0% (Need Correct CPI)	\$3,816	\$3,816	\$3,816	
<b>Total Other Expenses</b>	<b>\$57,448</b>	<b>\$59,185</b>	<b>\$62,204</b>	<b>\$0</b>	<b>\$62,204</b>		<b>\$62,204</b>	<b>\$62,204</b>	<b>\$62,204</b>	
<b>Return To District</b>	<b>\$88,426</b>	<b>\$51,938</b>	<b>\$44,566</b>	<b>\$8,386</b>	<b>\$52,952</b>		<b>\$66,072</b>	<b>\$69,352</b>	<b>\$85,751</b>	
18-19 Student Meal Price						\$3.35/\$4.25	19-20 Proposed	\$3.55/\$4.45	\$3.60/\$4.50	\$3.85/\$4.75
<b>Combined Return To District</b>	<b>\$6,062</b>	<b>(\$38,554)</b>	<b>(\$41,740)</b>	<b>\$8,386</b>	<b>(\$33,354)</b>		<b>\$11,280</b>	<b>\$22,438</b>	<b>\$78,230</b>	
	<i>per contract</i>	<i>expected</i>			<i>with no price increase</i>			<i>Recommended</i>		

**Whitson's Contracted Fees & Program Guarantees**

<u>Year</u>	<u>2016-17</u>	<u>Annual NSLP</u>	<u>NHS</u>	<u>Total</u>	
<i>Initial Contract</i>	Administrative fee	\$85,714	\$14,286	\$100,000	
	Management fee	\$21,429	\$3,571	\$25,000	
	<b>Total Fees</b>	<b>\$107,143</b>	<b>\$17,857</b>	<b>\$125,000</b>	
	<b>CPI per State</b>	<b>2.50%</b>			
<i>Amendment No. 1</i>	<u>2017-18</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>	<u>Increase</u>
	Administrative fee	\$87,857	\$14,643	\$102,500	\$2,500
	Management fee	\$21,965	\$3,660	\$25,625	\$625
	<b>Total Fees</b>	<b>\$109,822</b>	<b>\$18,303</b>	<b>\$128,125</b>	<b>\$3,125</b>
	<b>CPI per State</b>	<b>2.20%</b>			
<i>Amendment No. 2</i>	<u>2018-19</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>	<u>Increase</u>
	Administrative fee	\$89,790	\$14,965	\$104,755	\$2,255
	Management fee	\$22,448	\$3,741	\$26,189	\$564
	<b>Total Fees</b>	<b>\$112,238</b>	<b>\$18,706</b>	<b>\$130,944</b>	<b>\$2,819</b>
	<b>CPI ESTIMATED</b>	<b>2.00%</b>			
<i>Amendment No. 3</i>	<u>2019-20</u>	<u>NSLP</u>	<u>NHS</u>	<u>Total</u>	<u>Increase</u>
	Administrative fee	\$91,585	\$15,265	\$106,850	\$2,095
	Management fee	\$22,897	\$3,816	\$26,713	\$524
	<b>Total Fees</b>	<b>\$114,482</b>	<b>\$19,080</b>	<b>\$133,563</b>	<b>\$2,619</b>
	<b>Budgeted Results</b>	<b>NSLP</b>	<b>NHS</b>	<b>Total</b>	
	16-17 Financial Guarantee	-\$42,955	\$51,561	\$8,606	
	17-18 Financial Guarantee	-\$69,169	\$72,517	\$3,348	
	18-19 Financial Guarantee	-\$82,365	\$88,426	\$6,061	
	18-19 Financial Guarantee	-\$46,914	\$69,352	\$22,438	with \$.25 increase

The Lunch Program essentially operates at a break even position.

The RFP, referenced in the contract stated that meal prices would be held constant for two years. Prices have been level for four years. (Preceding year to Whitsons was also at the same price level.)

- Newtown Public Schools
- History of Student Meal Price Increases 2004-Present

	Newtown Elementary Schools	Reed Intermediate / Newtown Middle School	Newtown High School	Breakfast	Year-over-year Difference in Meal Price
2004-05	\$1.90	\$2.05	\$2.10	\$1.50	
2005-06	\$1.90	\$2.05	\$2.10	\$1.50	\$0.00
2006-07	\$2.15	\$2.30	\$2.65	\$1.75	\$0.25/\$0.55(NHS)
2007-08	\$2.15	\$2.30	\$2.65	\$1.75	\$0.00
2008-09	\$2.25	\$2.50	\$2.75	\$1.75	\$0.10/\$0.20(Reed/MHS)
2009-10	\$2.25	\$2.50	\$2.75	\$1.75	\$0.00
2010-11	\$2.50	\$2.75	\$3.00	\$1.85	\$0.25/\$0.10(Breakfast)
2011-12	\$2.50	\$2.75	\$3.00	\$1.85	\$0.00
2012-13	\$2.60	\$2.85	\$3.10	\$1.95	\$0.10
2013-14	\$2.60	\$2.85	\$3.10	\$1.95	\$0.00
2014-15	\$2.60	\$2.85	\$3.10	\$1.95	\$0.00
2015-16	\$2.85	\$3.10	\$3.35	\$2.20	\$0.25
2016-17	\$2.85	\$3.10	\$3.35	\$2.20	\$0.00
2017-18	\$2.85	\$3.10	\$3.35	\$2.20	\$0.00
2018-19	\$2.85	\$3.10	\$3.35	\$2.20	\$0.00

Recommended

2019-20	\$3.10	\$3.35	\$3.60	\$2.45	\$0.25
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- Price increase back-up information

1. 83 decrease in enrollment district wide
2. 1.7% CPI food increase
3. 3.0 % labor increase hourly and salary labor
4. Minimum Wage impact

# Discussion Points For Our Meeting Today

- Simply Rooted Philosophy
- Recent Accomplishments
- Future Enhancements – What's Next

PUBLIC SCHOOLS of  
**BROOKLINE**



**Serving  
Wholesome Foods  
that Taste Great!**



Enjoy a special entree  
in the cafe today,  
prepared by  
our guest chef!



TRY OUR  
**KICKIN'**  
**QUESAS**  
**SPECIALS**



fooditude's  
**FLAVES**  
introducing  
**NEW FLAVORS EVERY MONTH**

<p><b>September 2018</b> <b>Kickin' Quesas</b> Get back to school and enjoy quesadillas with a kick, featuring a variety of different flavors.</p>	<p><b>February 2019</b> <b>Bombay Fusion</b> Enjoy an array of flavors from India, fused together with your traditional favorites.</p>
<p><b>October 2018</b> <b>Big Cheese</b> Enjoy a traditional grilled cheese with a little extra flair, featuring a variety of different flavor combinations.</p>	<p><b>March 2019</b> <b>It's A Wrap</b> Enjoy wraps with fun flavor combinations that are sure to keep you interested.</p>
<p><b>November 2018</b> <b>Pizzaladas</b> Enjoy your favorite salad on a pizza!</p>	<p><b>April 2019</b> <b>Thai Bamboo</b> Featuring Thai favorites right in your own cafeteria!</p>
<p><b>December 2018</b> <b>Guys Fries</b> Jazz up those plain fries with some delicious toppings, including pulled pork, melted cheese and more.</p>	<p><b>May 2019</b> <b>Guys Fries</b> Jazz up those plain fries with some delicious toppings, including pulled pork, melted cheese and more.</p>
<p><b>January 2019</b> <b>Wild Bill's Burger Canyon</b> Enjoy wild burger topping combinations that are sure to keep you coming back for more!</p>	<p><b>June 2019</b> <b>Wild Bill's Burger Canyon</b> Enjoy wild burger topping combinations that are sure to keep you coming back for more!</p>

\*Menu subject to change

fooditude's  
**SAFARI**  
an  
**ADVENTURE IN HEALTHY EATING**

<p><b>September 2018</b> <b>Labor Day Party</b> Celebrate Labor Day in style with a special Labor Day themed menu.</p>	<p><b>February 2019</b> <b>Valentine's Day Specials</b> Love is in the air. Get someone the occasion with a special Valentine's Day menu.</p>
<p><b>October 2018</b> <b>Halloween Party</b> Enjoy a spooky Halloween-themed menu that is sure to get you into the Halloween spirit!</p>	<p><b>March 2019</b> <b>National Nutrition Month</b> Learn how to eat healthy! Featuring recipes that focus on healthier choices.</p>
<p><b>November 2018</b> <b>Luke's Turkey Tips</b> Enjoy a home-cooked Thanksgiving special right in the school cafe.</p>	<p><b>April 2019</b> <b>Safari Spring Sports</b> Spring is in the air. Get up for those Spring sports with a special protein-rich menu.</p>
<p><b>December 2018</b> <b>Grant's Holiday Snack Tips</b> Snacks can be healthy. Enjoy healthy holiday snacks that will surprise you!</p>	<p><b>May 2019</b> <b>Cinco De Mayo</b> Let's get festive with a special Cinco De Mayo themed menu!</p>

# What We Are Doing - Currently

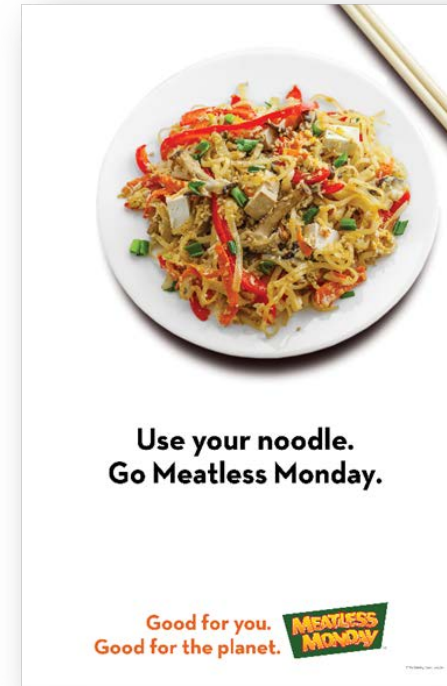
- Chef Trek Guest Chef Visits
- Introducing New Menu Items Monthly
- New Monthly Fooditude Promotions
- Alchemy Professional Standards Training for all Team Members
- Resident Dietician Services and Educational Resources
- Resident Chef Services and Training

# Quality of Food

# MEATLESS MONDAY

## Meatless Monday Goals:

- Promote healthy eating habits by serving more plant-based meals that taste delicious.
- Educate students about the benefits of eating more plant-based foods.
- Reduce the environmental impact of the food we serve to our customers by providing more sustainable meal choices.
- Offer additional meal options for students to choose from.



*“Please continue to offer vegetarian and vegan meals.  
They are a healthy option for all children.  
We really appreciate it. Thank you!!”  
– Brookline Parent*





**No Time for**

**Ramen Noodle Bar!**  
Items to include: Hard Boiled egg, Ham, Chicken, Tofu, Corn, Peas, Scallions, Tomato, Carrots, Bok choy, Chen chi, Spinach, Radish, Sea weed, Peppers, Pickled Ginger

Accompanied with an Asian style slaw (shredded cabbage, carrot, tomato, spring onion, and scallion) in a Teriyaki Wagyu and a Spring Roll.



USA DILLAS WITH A BITE

Grill  
Substituting...  
with a bite

Pasta

# Shakey Joe's

Fresh Fruit Smoothies  
That'll SHAKE up Your Taste buds!

We Continue to Cultivate a Safe & Healthy Environment for Ourselves & Our Customers by...

GREEN SMOOTHIE JOY  
OR NUTRIBULLAY

Smoothie Choices  
\$3.50

100 BEST SMOOTHIES & JUICES



Tropical Smoothie



Mango Madness



Blueberry Delight Smoothie



NO. 3







Enjoy our most popular morning style meals for lunch. Available all day every day!

**is Back!**

Available Daily Breakfast Selections

- Bacon, Egg, and Cheese
- Sausage, Egg, and Cheese
- Ham, Egg, and Cheese
- Pancakes or French Toast

Hash Brown  
Fruit Selection

Lo-fat for Skim Milk Choice

Be sure to stop by our self-serve Healthy Harvest Station at the end of the serving line to select your favorite vegetable and fruit.

Student Price \$3.10  
Adult Price \$4.50

WHITSON'S

fooditude's **ALL DAY EVERY DAY**





# Whats Next

- More Organic and Plant Based Menus
- New Fresh Fish Program (Reds Best)
- Expanding Local Food Sourcing
- Expanding Asian and Indian Entrees
- More Grab n Go Options (All Levels). Bento Boxes
- Partnering with School Gardens Efforts
- Partnering with High School Culinary Program
- School Wellness, Food Service Advisory
- Expanding Catering Services
- Expanding Technology
- Continually seeking feedback from the Students. Bringing their "Likes to Life".



# Q & A

